2015 Administration of the California Assessment of Student Performance and Progress

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Scope of Work D

Contract #5417, Amendment #12

Draft—June 27, 2014

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Task 1: Overall Program Administration

Task 1 describes the activities, assumptions, and requirements to manage and administer the 2015 California Assessment of Student Performance and Progress (CAASPP) assessment system. Educational Testing Service (ETS) is the prime contractor and is responsible for the overall management and administration of the services provided to the state under this contract, and will work closely with the California Department of Education (CDE) to ensure the success of the 2015 administration.

To complete all required activities for the 2015 administration, ETS will direct and manage the work of its staff and its subcontract partners: American Institutes for Research (AIR), Computerized Assessments and Learning (CA&L, an indirect, wholly owned subsidiary of ETS), Measurement Incorporated (MI), Red Dog Records, and Intouch/Insight. The following is a summary of the activities in which each organization will be involved.

- **Educational Testing Service—**Overall program administration (Task 1); test security (Task 2); CDE and local educational agency (LEA) support and training (Task 3); test administration setup (Task 4); item banking (Task 5); computer-based test administration (Task 6); paper-pencil test production and administration (Task 7); test processing, scoring, and analysis including hand scoring Smarter Balanced Summative Assessment item responses (Task 8); report test results to LEAs (Task 9); report test results to the CDE (Task 10); technical reports (Task 11); new test development to expand CAASPP (Task 12); Smarter Balanced Interim Assessment hosting and support (Task 13); and coordination with the CDE independent evaluator (Task 14)
- **American Institutes for Research—**Hosting, system, and support for the computer-based test administration of the Smarter Balanced Summative Assessments (Task 6) and the Interim Assessments (Task 13); LEA training and support as part of the ETS-led LEA outreach team (Task 3)
- **Computerized Assessments and Learning—**Hosting, system, and support for the order management system (Task 4) and the electronic reporting system to the LEAs (Task 9); LEA training and support as part of the ETS-led LEA outreach team (Task 3)
- **Measurement Inc.—**Hand scoring of responses to the Smarter Balanced Summative Assessment items (Task 8)
- **Red Dog Records—**LEA training and support as part of the ETS-led LEA outreach team (Task 3)
- **Intouch/Insight—**Test security site visit audits (Task 2)

1.A. Overall Management and Schedule

The 2015 CAASPP Schedule of Project Deliverables and Activities is included as Table 1, which starts on the next page. This schedule depicts all 2015 CAASPP deliverables and activities for the entire contract period. It includes task initiation and completion dates and adjustments, as needed with CDE input, to reflect new timelines and deliverables. The timeline referenced is a sample and is to be a working document that is updated on an ongoing basis throughout the life of the contract.

Table 1. 2015 CAASPP Schedule of Project Deliverables and Activities

Task	Duration	Start	Finish
CAASPP 2015 Administration	**371 days**	**Thu 7/10/14**	**Thu 12/31/15**
Program Administration	**371 days**	**Thu 7/10/14**	**Thu 12/31/15**
Progress Reports	**371 days**	**Thu 7/10/14**	**Thu 12/31/15**
Deliver monthly progress reports to the CDE.	371 days	Thu 7/10/14	Thu 12/31/15
Deliver quarterly reports to the CDE.	371 days	Thu 7/10/14	Thu 12/31/15
Program Meetings	**371 days**	**Thu 7/10/14**	**Thu 12/31/15**
Conduct weekly management meetings with the CDE.	371 days	Thu 7/10/14	Thu 12/31/15
Conduct planning meeting.	2 days	Wed 8/27/14	Thu 8/28/14
Test Security	**117 days**	**Mon 1/26/15**	**Fri 7/10/15**
Monitor social media sites for test security breaches.	112 days	Mon 1/26/15	Thu 7/2/15
Perform on site security audit visits.	112 days	Mon 1/26/15	Thu 7/2/15
Investigate test security breaches as needed.	112 days	Mon 1/26/15	Thu 7/2/15
Deliver audit reports to CDE.	112 days	Mon 2/2/15	Fri 7/10/15
Test Support to the CDE and Local Education Agencies (LEAs)	**317 days**	**Thu 7/10/14**	**Mon 10/12/15**
Perform technology and non-technical LEA site visits during test setup and administration.	112 days	Mon 1/26/15	Thu 7/2/15
Produce administration instructions and manuals.	81 days	Thu 7/10/14	Fri 10/31/14
Perform LEA training Webcasts and workshops.	190 days	Mon 8/11/14	Wed 5/13/15
Develop and administer surveys.	180 days	Mon 10/13/14	Wed 7/1/15
Develop a descriptive report of support, field experiences, and survey results.	70 days	Thu 7/2/15	Fri 10/9/15
Provide a descriptive report of support, field experiences, and survey results to CDE.	1 day	Mon 10/12/15	Mon 10/12/15
Test Administration Setup	**54 days**	**Mon 8/18/14**	**Fri 10/31/14**
Distribute designation forms and security agreements.	1 day	Mon 8/18/14	Mon 8/18/14
CalTAC follows up and collects designation forms and security agreements.	53 days	Tue 8/19/14	Fri 10/31/14
LEAs set up test administration windows.	42 days	Mon 8/18/14	Wed 10/15/14
CALPADS Integration	**371 days**	**Thu 7/10/14**	**Thu 12/31/15**
Pre-ID	**248 days**	**Thu 7/10/14**	**Mon 7/6/15**
CDE provides School Data and Demographics (SDD) file for CBT and PPT setup.	1 day	Thu 7/10/14	Thu 7/10/14
CDE provides CALPADS data for Pre-ID and test registration.	1 day	Thu 7/10/14	Thu 7/10/14
Produce and ship late labels as requested.	113 days	Mon 1/26/15	Mon 7/6/15
Ordering for Paper-Pencil Tests	**221 days**	**Mon 8/18/14**	**Mon 7/6/15**
LEAs order paper-pencil tests.	42 days	Mon 8/18/14	Wed 10/15/14
CalTAC reviews and approves LEA orders.	22 days	Thu 10/16/14	Fri 11/14/14
LEAs place supplemental orders as needed.	127 days	Mon 1/5/15	Mon 7/6/15
Item Bank	**371 days**	**Thu 7/10/14**	**Thu 12/31/15**
Provide monthly updates to the California Item Bank.	371 days	Thu 7/10/14	Thu 12/31/15
Maintain Item Bank for new CAASPP assessments.	341 days	Thu 7/10/14	Fri 11/13/15
Deliver new CAASPP items to CDE.	1 day	Mon 11/16/15	Mon 11/16/15
Test Materials Production, Delivery, and Collection	**284 days**	**Mon 8/25/14**	**Sat 10/10/15**
Reproduce previously administered CST, CMA, CAPA, and STS forms.	50 days	Mon 8/25/14	Mon 11/3/14
Produce Smarter Balanced paper forms.	65 days	Mon 12/8/14	Fri 3/13/15

Task	Duration	Start	Finish
Update Smarter Balanced covers with CAASPP information.	20 days	Mon 9/8/14	Fri 10/3/14
Produce braille and large-print CAASPP and Smarter Balanced forms.	40 days	Mon 12/8/14	Thu 2/5/15
Package test material.	10 days	Fri 1/23/15	Thu 2/5/15
Deliver test material.	60 days	Fri 2/6/15	Fri 5/1/15
Collect test material.	70 days	Mon 2/23/15	Mon 6/1/15
Store answer documents.	92 days	Tue 6/2/15	Fri 10/9/15
Securely destroy answer documents.	1 day	Fri 10/9/15	Sat 10/10/15
Test Processing, Scoring, and Analysis	**233 days**	**Mon 10/20/14**	**Wed 9/23/15**
Complete all quality control checks of the scoring system.	30 days	Mon 10/20/14	Tue 12/2/14
Perform scanning of machine-scored items.	70 days	Mon 2/23/15	Mon 6/1/15
Train and certify raters.	20 days	Wed 12/3/14	Fri 1/2/15
Perform hand-scoring.	110 days	Mon 1/5/15	Wed 6/10/15
Conduct item analysis for all assessments.	20 days	Tue 6/2/15	Mon 6/29/15
Perform summary analyses.	20 days	Tue 6/30/15	Tue 7/28/15
Perform additional analyses as required.	40 days	Wed 7/29/15	Wed 9/23/15
Reporting	**84 days**	**Mon 4/20/15**	**Mon 8/17/15**
Provide LEA access to online reporting system.	30 days	Mon 4/20/15	Mon 6/1/15
Produce interpretation guides.	10 days	Mon 6/29/15	Mon 7/13/15
Distribute individual score reports.	40 days	Fri 5/8/15	Mon 7/6/15
LEAs update demographic information.	20 days	Tue 7/7/15	Mon 8/3/15
Launch Reporting Web site for CDE.	1 day	Mon 8/17/15	Mon 8/17/15
Technical Reports and Other Analyses	**104 days**	**Mon 8/3/15**	**Thu 12/31/15**
Develop Smarter Balanced, CST, CMA, CAPA, and STS Technical Reports.	84 days	Mon 8/31/15	Thu 12/31/15
Conduct special studies and projects as needed.	104 days	Mon 8/3/15	Thu 12/31/15
New Test Development	**344 days**	**Mon 8/18/14**	**Thu 12/31/15**
Conduct stakeholder meetings.	5 days	Mon 10/20/14	Fri 10/24/14
NGSS-based Science Item Development	**344 days**	**Mon 8/18/14**	**Thu 12/31/15**
Develop blueprints and item specifications.	30 days	Mon 8/18/14	Mon 9/29/14
Develop new NGSS-based science items.	80 days	Tue 9/30/14	Tue 1/27/15
Conduct New Item Review committee meeting.	2 days	Wed 1/28/15	Thu 1/29/15
Develop a field test plan.	35 days	Mon 11/9/15	Thu 12/31/15
NGSS-based Alternate Assessment for Science	**344 days**	**Mon 8/18/14**	**Thu 12/31/15**
Develop blueprints and item specifications.	30 days	Mon 8/18/14	Mon 9/29/14
Develop new NGSS-based alternate assessment science items.	80 days	Tue 9/30/14	Tue 1/27/15
Conduct New Item Review committee meeting.	2 days	Wed 1/28/15	Thu 1/29/15
Develop a field test plan.	35 days	Mon 11/9/15	Thu 12/31/15
New Primary Language Assessment	**325 days**	**Mon 9/15/14**	**Thu 12/31/15**
Conduct stakeholder meetings.	5 days	Mon 9/15/14	Fri 9/19/14
Prepare summary report for SBE item.	20 days	Mon 9/22/14	Fri 10/17/14
Develop blueprints and item specifications.	50 days	Wed 3/18/15	Wed 5/27/15
Develop new items and tasks.	100 days	Thu 5/28/15	Fri 10/16/15
Conduct New Item Review committee meeting.	2 days	Mon 10/19/15	Tue 10/20/15
Develop a field test plan.	35 days	Mon 11/9/15	Thu 12/31/15

Task	Duration	Start	Finish
Standard Setting of the NCSC Alternate Assessment for ELA and Mathematics	**93 days**	**Mon 6/8/15**	**Fri 10/16/15**
Develop a standard setting plan.	30 days	Mon 6/8/15	Mon 7/20/15
Identify and recruit participants.	58 days	Tue 7/21/15	Fri 10/9/15
Conduct standard setting meetings.	5 days	Mon 10/12/15	Fri 10/16/15
Smarter Balanced Interim Assessments	**110 days**	**Mon 10/6/14**	**Tue 3/17/15**
Host Interim Assessments.	110 days	Mon 10/6/14	Tue 3/17/15

1.B. Progress Reports

ETS will communicate all accomplishments to demonstrate the CDE expenditures on the CAASPP Program by means of monthly and quarterly reports.

1.B.1. Monthly Reports

The monthly progress report is presented as a detailed narrative invoice from ETS to the CDE. It is sorted by scope of work area and contains a summary section, which is the actual invoice, and a section of accomplishments and deliverables that breaks down the costs in the summary section and associates the costs with a specific requirement in the scope of work. The summary includes a history of invoices previously submitted to date.

ETS will submit this report to the CDE by the fifteenth of the following month. A hardcopy original will be delivered to the CDE. In the event that this report will be delayed beyond the fifteenth of the following month, ETS will notify the CDE of the expected date of delivery by the seventh of that month.

1.B.2. Quarterly Reports

The quarterly report summarizes Program activity for three months and is accompanied by a CD-ROM that contains portable document format (PDF) deliverables—or the representation of deliverables—for the previous three months. The CD-ROM's files are stored within a directory tree organized by the scope of work section and navigated using an index PDF file, an approach that simplifies the CDE's access to the documentation. ETS will deliver a quarterly report and CD-ROM to CDE staff and make a copy of the quarterly report that CDE staff may give to State Board of Education (SBE) staff. Both the SBE testing liaisons and the CDE CAASPP project director will have to approve the content of the quarterly report.

1.C. Management Meetings

1.C.1. Weekly Management Meetings

ETS will hold weekly management meetings with the CDE to update and assure that the CDE is informed of all decisions. The weekly management meeting may include managers of:

- California Technical Assistance Center (CalTAC)
- Statistical Analysis
- Information Technology
- Operations
- Test Development
- Appropriate Subcontractor Coordinators

During the weekly management meetings, ETS and the CDE may decide to hold separate weekly meetings for specific topics.

For all meetings, including face-to-face and video- or audio-conferences, ETS will facilitate the meeting, record minutes of the meeting, and track completion of assignments. The minutes will be distributed to the CDE and the entire team within 24 hours of the management meetings.

1.C.2. Planning Meeting

ETS will host a two-day meeting in Sacramento, which gathers key ETS CAASPP team members to meet with CDE program managers. Staff members from the SBE and from the Department of Finance (DOF) will be invited to attend the planning meeting. Those who cannot attend in person may attend via video and audio conference. The purpose of the meeting is to plan the upcoming year, including detailing any changes to the scope of work and timeline. ETS will provide a draft timeline in MS-Project for all to review. The outcome of this planning meeting will be an update to the draft timeline and any changes to the Scope of Work (SOW) requested by SBE testing liaisons, the CDE CAASPP Program managers, and the DOF.

1.D. SBE Meetings and Technical Advisory Group Meetings

Every time the SBE conducts public meetings, ETS project managers and relevant ETS officers are expected to attend to the extent necessary. ETS project managers, psychometricians, and other ETS experts will attend Technical Advisory Group (TAG) meetings as directed by the CDE.

1.E. Records and Minutes

At all meetings, including, but not limited to, management meetings and program committee meetings, ETS will take minutes, record information, and document any assignments or tasks for follow up. These notes will be formatted in a format required by the CDE. ETS will keep secure electronic copies of all the records throughout the life of the CAASPP Program. These minutes are delivered as part of the quarterly report deliverables CD-ROM. All minutes will be made available to the SBE upon request.

Each set of minutes will include listings of all those present and their contact information. ETS will review the contact information of attendees to determine if it has changed and update the CDE, if appropriate.

These records will be distributed to the CDE for approval in less than 10 days following each meeting. When approved, all relevant CAASPP team members will receive copies.

1.F. Overlap of Contracts and Transition

ETS will do everything possible to assure that transition to the next contract runs smoothly.

ETS will deliver all required materials (such as reports, post-test workshops, data files, etc.) to the CDE by December 31 of the year following the last test administration as contracted. One member of the current CAASPP Program Management Team will serve as a transition manager to assist the new contractor until the end of the calendar year in which the last administration is completed. This transition manager will work with the CDE to determine what will be provided to the CDE or directly to the new contractor, if directed by the CDE.

The ETS transition manager will have access to key members of the CAASPP staff from each functional area of expertise to assure that all deliverables listed above and any other reasonable requests are made available to the CDE and the new contractor on a mutually agreed-upon schedule.

The transition manager will also establish regular meetings with the new contractor during the overlap of the contracts to communicate what the new contractor may need to know about the CAASPP Program. There is no cost to the CAASPP contract for the provision of these transition activities.

Task 2: Test Security Measures for Computer-based and Paper-pencil Tests

Test security violations can impact the fairness of testing. To ensure fairness of the administration of CAASPP, ETS conduct security audits at selected LEAs and test sites throughout the state, monitor social media and Web sites for test materials that may be exposed, and conduct investigations of more serious security breaches. Task 2 describes the test security measures that will be performed. ETS will work with the CDE to develop the comprehensive test security plan for the 2015 administration.

2.A. Social Media Monitoring for All CAASPP Tests

ETS will proactively monitor social media and other Web sites throughout the 2015 CAASPP test administration. Monitoring will begin when the first LEA receives its test materials in January 2015 and will end when the last testing window has been closed in August 2015 or when the last LEA has confirmed completion of testing. Examples of Web sites that will be monitored include YouTube ®, Facebook ®, Instagram ®, Google+ ®, and school and LEA Web sites. ETS will include other Web sites that may be identified during the test administration window. ETS will look for any postings—both images and text—that include secure test materials such as test questions or passages, test booklet covers, and answer documents.

When a posting has been found, ETS will collect any relevant information, including student name and school or LEA, if possible. The information will be entered into a secure online log that is accessible by both ETS and CDE staff. ETS will work with the CDE to establish a process that notifies the Smarter Balanced Assessment Consortium that its items have been posted.

ETS test development and psychometric experts will evaluate each posting identified to be test material and will make recommendations to the CDE on the impact of the items to the validity of the test administration.

2.B. Onsite Test Administration Monitoring

ETS and its subcontractor, Intouch/Insight, will conduct before-, during-, and after-testing audits during the 2015 test administrations. There will be approximately 100 audits. School sites will be randomly selected. The specific locations of the audits will be determined after the material order deadlines and testing windows are finalized. In addition, ETS will visit any school sites audited in a previous administration year and that received an audit status of “Needs Improvement.”

2.C. Security Breach Investigations

2.C.1. Process for Conducting Investigations of Security Breaches of Paper-pencil Materials

ETS will lead and conduct an investigation of any confirmed security breach that may compromise the CAASPP assessment system.

An investigator from the ETS Office of Testing Integrity (OTI) will be available within 48 hours to handle security concerns related to the administration of the CAASPP.

Investigations will include interviews with examiners, students (at the discretion of the LEA), test site coordinators, and any others who had access to the test booklets. These investigations will attempt to determine the identity of those involved in the

incident, recover any missing material, and assess the extent to which the test content was compromised.

If anyone attempts to steal test materials, ETS will:

- Confirm the incident with the examination proctor and others identified in the report;
- Interview the test site coordinator; and
- Submit findings to the CDE.

The investigation of security breach reports will include:

- Time and date of investigation
- People interviewed
- Findings of interviews
- Steps taken

When requested, ETS OTI will conduct an immediate onsite investigation in response to security breaches. As required, CDE approval will be obtained prior to the investigation. Within five days of being informed of a security breach, ETS OTI will investigate and report results to CAASPP Program management. When necessary, immediate reports will be provided by telephone and/or e-mail.

2.C.2. Reports

ETS Auditors will immediately report any breaches to ETS OTI; ETS OTI will notify CAASPP Program management who will immediately notify the CDE. Auditors are required to file an online site visit form within three days of the site visit.

ETS OTI will review each audit report and summarize the findings to arrive at an overall assessment of the test site or LEA office. The final assessment will be reported as “Acceptable” or “Improvement Needed.” ETS OTI will send the completed summary report to CAASPP Program management no later than 10 working days after the test administration.

ETS CAASPP Program management will then deliver a monthly executive summary for the CDE and SBE staff. The executive summary will include the following details:

- The number of sites visited within the time period;
- A list of the sites and their audit rating;
- An indication of which sites had possible breaches; and
- A summary and outcome of the breaches.

2.D. Encryption of All Test Items and Student Data at Rest and In Transit

ETS will provide all interfaces with most stringent security considerations in mind, including interfaces for data encryption at rest and in transit. Encryption at rest primarily applies to any data files that reside on a server that uses the secure File Transfer Protocol (SFTP) waiting to be retrieved. Best security practices, including system-to-system authentication/authorization, are integrated in ETS’s solution design.

Task 3: Test Support to the CDE and Local Education Agencies

A key component to the success of the 2014 CAASPP administration, including the Smarter Balanced Field Test, was the comprehensive support provided by ETS to the CDE, its contractors, and local educational agencies (LEAs). The comprehensive support included multiple tiers of help desk services, technical support, and training. For the 2015 CAASPP administration, ETS will continue this successful formula, scaling it to the depth and breadth needed for CAASPP. The CDE and LEAs will have access to ETS program managers, LEA Outreach team members, technical assistance center staff, and computer-based testing technology experts.

3.A. Coordinate with the CDE, the CDE Communications Contractor, the Consortium, K-12 High Speed Network, CALPADS, and the IPOC and IV&V Consultants, If Available

The CDE identified a set of priorities that are important to the successful implementation of the CAASPP assessment system. A thoughtfully coordinated plan among the CDE and its contractors is a key component to meet the identified priorities. ETS will coordinate activities to administer the CAASPP assessments with related efforts led by the CDE, including the CDE Fellows, and, at the direction of the CDE, involving the CDE communications contractor, the Smarter Balanced Assessment Consortium, the K-12 High Speed Network (K12HSN), and the California Longitudinal Pupil Achievement Data System (CALPADS). Coordination efforts will include the independent project oversight consultant (IPOC) and the independent verification and validation (IV&V) consultant, if available and at the direction of the CDE.

The ETS Executive Director and an ETS program administrator will participate in the monthly coordination meetings convened by the CDE. At these meetings, the Executive Director and program administrator will contribute to the development and refinement of the activities and tools identified as part of the CDE's priority matrix. They will also coordinate the efforts within the ETS team to carry out the activities assigned to ETS.

ETS also will develop a communication plan for the 2015 administration that will contribute to and coordinate with the efforts by the CDE-led team. Specific activities may include, but are not limited to:

- Operating CAASPP.org, the Web site for LEAs and their staff that presents information about the administration activities for the 2015 administration.
- Producing Webcasts and online videos about CAASPP that are geared toward school and LEA staff, test administrators, technology coordinators, and student data coordinators.
- Developing a list of frequently asked questions (FAQs) about the 2015 administration processes and procedures.
- Coordinating and staffing communication opportunities at statewide and regional association conferences such as the CDE North/South Assessment and Accountability Meetings, the annual conference for the California Educational Research Association, or Regional Assessment Network meetings.

All content of the communications under the communications plan with LEAs and the public regarding the 2015 CAASPP administration will be approved by the CDE and the SBE liaison, where appropriate, before being disseminated.

3.B. Maximize LEA Participation through Technical Assistance Support

Similar to the 2014 administration, ETS will provide three-tier help desk support for the 2015 administration. **Tier 1** support will be provided by the California Technical Assistance Center and will be available to LEA staff that is involved in the test administration process. **Tier 2** and **Tier 3** technical support focuses on specific technical/technology issues related to the test administration that LEAs might experience. Tiers 2 and 3 will be provided specifically to LEA CAASPP Coordinators, LEA technology coordinators, and LEA CALPADS coordinators.

Tier 1—California Technical Assistance Center (CalTAC)

ETS will continue to operate CalTAC to support approximately 1,600 LEAs in California. CalTAC will be staffed with approximately 20–25 well-qualified individuals who are trained to respond to LEA inquiries on administration topics, including, but not limited to, intermediate-level technical support. As part of the ETS LEA support activities, CalTAC will provide guidance and assistance to LEAs in the completion of the 2015 administration processes. The CalTAC staffing level as described will provide support for up to eight contacts for each LEA (approximately 12,800 total LEA contacts) during the 2015 administration.

ETS will develop an FAQ document and scripts for CalTAC staff to help answer questions. Information provided to the CalTAC staff will be available upon request. The CalTAC staff will be familiar with materials such as manuals, user guides, student/test monitor directions, as well as data privacy and test security requirements.

ETS will make available accurate, timely, and ongoing information about the CAASPP to CalTAC staff. Changing information related to ETS system or test administration issues will be provided to CalTAC staff immediately. In addition to e-mail and meetings, ETS utilizes a secure private discussion board to disseminate information to the LEA support team. This private discussion board is accessible only to CalTAC, technical support, and program management staff.

In order to provide support from a large number of LEA staff about the CAASPP administration, ETS will continue to operate different modes of communication:

- **A toll-free telephone line for LEA staff.** Calls will be answered by CalTAC in a timely manner. CalTAC supervisors will closely watch call volume and adjust staffing as necessary. Any voicemail messages left for CalTAC before regular business hours will be returned the same business day; and after regular hours, the next business day.
- **Priority routing of calls from LEA CAASPP Coordinators and their designated staff.** ETS will establish a separate toll-free line available only to the LEA CAASPP Coordinators and their designated staff. Calls from an LEA CAASPP Coordinator or designated staff to the LEA CAASPP Coordinator line will be given priority over other calls.
- **E-mail.** ETS will maintain the caaspp@ets.org e-mail address and will respond to e-mails within two hours after receipt. ETS also will maintain e-mail addresses for various groups such as the LEA CAASPP Coordinator, the LEA Technology Coordinator, and the LEA CALPADS Coordinator to allow for quick dissemination of information. ETS will have a process in place to pull subsets of the groups affected by an issue.
- **Web Chat.** Web Chat allows LEAs another mode to ask questions and receive support and has the advantage of maintaining an extended conversation with CalTAC as the issue is resolved. Web Chat is available on the CAASPP.org Web site. Users will be connected immediately to a live CalTAC representative. ETS estimates approximately

25–70 chats per day, with higher volumes occurring during peak testing. Each chat is anticipated to last approximately 20+ minutes long, but times will vary based on the complexity of the question or issue.

ETS will have documented processes to monitor the accuracy of phone, e-mail, and chat responses by CalTAC staff through supervisory monitoring, LEA or state feedback, or other methods, and provide retraining as necessary.

At minimum, ETS will provide weekly customer service summary reports to the CDE. Daily reporting may be available during peak times. Reports will include volume, wait time, and responses/resolutions by CalTAC staff. The reports will be provided to Smarter Balanced as directed by the CDE.

CalTAC will be available from 7 a.m. to 5 p.m. Pacific Time on weekdays and will provide extended service through integration with the ETS LEA Outreach team on an as-needed basis.

Tier 2 and Tier 3—Technology Support

While LEAs successfully tested over 95 percent of students during the 2014 Field Test, LEA technology resources may continue to experience significant stresses during the 2014–15 school year. ETS will provide staff knowledgeable about online testing and system requirements to support LEAs experiencing technical difficulties.

Tier 2 support will be accomplished through a seamless integration of ETS's internal technical support team (xBT), a second level that will manage intermediate-plus issues. Tier 3 will escalate to the test delivery system (TDS) vendor, the American Institutes for Research (AIR). Escalation to this level will be for technology issues directly related to the TDS.

Technical issues identified during a testing window that cannot be resolved by CalTAC immediately will be transferred to ETS's xBT team. If an LEA is calling with a technical issue and students are in the classroom unable to test, the call will be moved to technical support immediately for resolution or a recommendation will be provided to have students test later if the problem cannot be resolved immediately. Students should not be kept in a classroom for more than 15 minutes waiting for resolution if not agreed upon by the LEA.

ETS's xBT team will work with the LEA until a resolution is identified.

ETS will provide staff knowledgeable about online testing and system requirements to support school LEAs experiencing technical difficulties. In cases where the TAC staff is unable to resolve the issue, ETS will arrange for a more highly skilled staff member to resolve the issue and will coordinate with the Consortium's vendor as appropriate.

3.C. Provide LEA Outreach and Technology Support during Test Setup and Administration

During the in-field establishment of technology and other pretest activities, and during actual test administration, ETS will provide in-person training and on-site and virtual site visits to LEAs throughout California.

3.C.1. In-Person Training

In-person trainings will typically be conducted at county offices of education, though other venues may be considered when necessary. ETS will work with the CDE to determine the locations throughout California for each in-person training event.

ETS proposes conducting two types of in-person trainings, as described below. An online registration system will be used to track reservations and provide registration confirmations to participants with location, date, and time of their training session.

Test Administration Training for LEA CAASPP Coordinators

ETS will conduct a series of in-person workshops to train LEA CAASPP coordinators across the state on the administration of the 2015 CAASPP assessments. Space permitting, LEA technology coordinators will also be encouraged to attend these workshops. Workshops will include live demonstrations of online systems and will encourage participants to follow along with their own devices.

ETS will plan for 15 workshops from mid-January through mid-February 2015 in strategic locations across the state to maximize the opportunity for LEA CAASPP Coordinators to attend an in-person workshop within one or two months before they start testing. (An online virtual workshop will be recorded in November 2014 for early-testing LEAs.) Each training workshop will be scheduled for approximately four-and-a-half hours and will be offered in venues large enough to accommodate the expected number of attendees.

Score Reporting Training for LEA CAASPP Coordinators

Beginning with the 2015 administration, student scores will be reported for the Smarter Balanced tests along with scores from the California Standards Tests (CSTs) for Science, California Modified Assessment (CMA) for Science, California Alternate Performance Assessment (CAPA) for Science, and Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA). A series of in-person trainings will be scheduled to introduce new reporting systems and features to the field. Up to five score report training workshops will be scheduled during the May-through-June timeframe. LEAs will also have the option of viewing a Webcast presenting the same material. Each training workshop will be scheduled for approximately four hours and will be offered in venues large enough to accommodate the expected number of attendees.

3.C.2. On-site and Virtual Site Visits

LEA Outreach representatives will be present on site at LEAs throughout the state to assist, monitor, mentor, and troubleshoot testing and testing preparations. LEAs with clear technology and test administration start-up challenges will be given first priority for the on-site visits. ETS will conduct a maximum of 200 on-site visits to LEAs and schools during the 2015 administration.

To augment the on-site visits, CA&L will provide additional support through real-time virtual site visits. The virtual site visits will be conducted one on one with a school site or LEA using tools that will allow CA&L staff to resolve technology issues or provide focused training for the school site or LEA. CA&L will conduct a maximum of 100 virtual site visits during the 2015 administration.

3.D. Produce Ancillary Materials and Manuals

3.D.1. Webcasts, Videos, Web Site for CAASPP System Administration

Prior to the test administration, ETS LEA Outreach will create and make available for on-demand review Webcasts and instructional videos to assist LEA CAASPP coordinators and other stakeholders in training for the 2015 administration. In addition, ETS will operate CAASPP.org, an informational Web site with links to Webcasts, PDFs, videos, and other informational resources related to the 2015 CAASPP administration.

Webcasts

ETs will conduct 10 Webcasts during the 2014–15 school year as LEAs prepare for and administer the CAASPP tests. The Webcast topics will be well-coordinated, provide the context for each Webcast within overall administration activities, and be timed to align with phases of testing preparation in the field, allowing time for LEAs to communicate information to their test sites. Webcasts will begin with an explanation of how the topic and content of that Webcast fits into the overall test administration and will conclude with a summary of "what's next." They will be recorded and archived for on-demand viewing. Proposed Webcast topics may include:

- Preparing your CALPADS data for 2015 testing (~August)
- Introduction to the Test Operations Management System (TOMS) and how to schedule testing windows using the calendar function (~August)
- Student registration for 2015 testing (~September)
- Preparing technology for 2015 online testing (~October)
- Preparing your students for 2015 online testing (~October)
- 2015 Train-the-Trainer Test Administration Virtual Workshop (online and paper-pencil testing) (~November)
- Universal Tools, Designated Supports, and Accommodations for the 2015 administration (~November)
- Test security (~December)
- Open forum (~February – April)
- 2015 reporting virtual workshop (~May)

The final Webcast topics will be approved by the CDE before the schedule is finalized.

Videos

For 2015, ETS will update previously developed videos and create new ones as needed on topics agreed upon with the CDE. Following the model established with the 2014 Field Test, these videos will typically run for five to eight minutes, focus on one key topic or process each, and be hosted on YouTube.

CAASPP.org Web Site

Educational Testing Service (ETS) will update and maintain the Web site first established for the 2014 Field Test. Features of the Web site will include:

- All information and updates for the CAASPP System
- Calendar of all important dates and events
- Frequently Asked Questions pages
- Chat function, which will provide an additional mode of communication between the field and CalTAC representatives
- Live-hosted and archived Webcasts
- Archived blast informational e-mails
- ETS-produced training videos

3.D.2. Manuals and Guides

ETS will utilize existing materials from past CAASPP administration and from Smarter Balanced to produce up to five manuals and guides. All manuals and guides produced will be available electronically on the CAASPP.org Web site. Some manuals and guides may also be provided in hard copy to LEAs. ETS will work with the CDE to determine what guides will be produced. Some suggested manuals include, but are not limited to: *LEA CAASPP Coordinator Manual*, *Test Operations Management System User Guide*, *Test Administration Manual*, *Test Administration User Guide*, and *Online Reporting System Guide*. Additional descriptions about the production of the manuals and guides are included in Task 7.

If funding is available and at the CDE's direction, ETS may also develop other materials described below:

- *Test Administrator Playbook*—LEAs requested more concise, consolidated information specific to Test Administrators (TAs). For 2015, ETS proposes to create a "Test Administrator Playbook" which will incorporate key information from various TA resources, including the *Test* Administrator *User Guide*, the *Directions for Administration*, and the *Test Administration Manual*. The playbook will contain "how to" directions specific to the day the TA plans to administer a test to students.
- Checklists for each administrative role—ETS may update and refine checklists for each administrative role for the test administration (i.e., LEA CAASPP Coordinators, test site coordinators, technology coordinators, and Test Administrators) as separate materials from the manuals and guides. Checklists will contain specific, step-by-step procedures and directions.

3.D.3. Surveys

ETS LEA Outreach will monitor, measure, and quantify the effects of various events and activities with survey tools that will be deployed to collect feedback from LEAs. ETS will use both Web-based surveys and in-person data collection methods to fully understand and demonstrate in-field test experiences in aggregate.

ETS will conduct surveys in order to collect information for the first operational administration in 2015. Qualitative and quantitative data will be collected from the survey and analyzed to inform the CDE.

- **Pre-test survey:** Assess readiness for testing and identify LEAs that need help
- **Mid-test survey:** Collect early feedback on the progress of testing and the effectiveness of systems, materials, and support
- **Post-test survey:** Targeted for distribution to LEAs as their testing windows close, to collect feedback on the testing experience

3.E. Assist LEAs with Accommodation Designations and Other Test Setting Information

ETS will provide support to LEAs with the accommodation designations and other test setting information such as parent exemptions. ETS will present a Webcast about the Universal Tools, Designated Supports, and Accommodations for the 2015 Administration. In addition, CalTAC, xBT, AIR, and CA&L staff providing support will be trained to provide remote guidance to the LEAs.

3.F. Provide Post-Test Support and Descriptive Report of Test Activities

Upon completion of the test administration at LEAs, ETS will prepare a descriptive report that includes information such as the number of students, schools, and LEAs that participated. ETS will also summarize quantitative data collected from the field through online surveys and site visits. The purpose of the surveys and site visits will be to learn what worked, what did not, and what information was gleaned from the testing procedures, including discovery of LEA "pain points." ETS will also capture data on LEAs or schools within LEAs that chose not to participate due to technological or other constraints. The results of the survey and site visits will be summarized in the descriptive report about what LEAs experienced during the test administration.

Task 4: Test Administration Setup

To assist LEAs with their preparations for the 2015 administration, ETS will utilize the Test Operations Management System (TOMS), a proprietary online system developed and owned by CA&L. Rather than develop a custom order management system for California, ETS and CA&L propose to use TOMS as a time and cost savings measure for this one-year extension.

Through TOMS, LEAs will be able to develop their test administration windows, create user accounts, review test registration information, submit Pre-ID and test material orders for the paper-pencil tests (PPTs), and update accommodations and other test setting information. TOMS will incorporate a single sign-on solution in association with the test delivery system for the Smarter Balanced Summative Assessments, Interim Assessments, and Digital Library.

4.A. LEA Setup and Security Agreements

4.A.1. LEA Superintendent's Designation of the LEA CAASPP Coordinator

TOMS will use the school hierarchy file provided by the CDE to populate its database. By August 18, 2014, LEAs will receive communications from ETS requesting that the superintendent of each LEA provide the following information on or before September 30, as required by the testing regulations (§ 853. Administration):

(1) designate from among the employees of the LEA an LEA CAASPP coordinator;

(2) identify school(s) with pupils unable to access the computer-based assessment (CBA) version of a CAASPP test(s) in accordance with *Education Code (EC)* Section 60640(e); and

(3) report to the CAASPP contractor(s) the number of pupils enrolled in the school identified in subdivision (2) that are unable to access the CBA version of a CAASPP test.

The prior year's LEA CAASPP coordinator will also receive a copy of this communication in order to assure receipt and action from the Superintendent. The LEA Superintendent will complete an online form that will be submitted electronically to ETS. ETS will track the receipt of a completed form for the LEA, along with any updates to the data in TOMS. Any changes to the assigned LEA CAASPP coordinator made during a testing year will require the LEA Superintendent to submit a new designation of the LEA CAASPP coordinator.

As defined in California *Code of Regulations (CCR), Title 5,* Education, Division 1, Chapter 2, Subchapter 3.75, Article 1, § 850 (n), an LEA means a "county office of education, school district, state special school, or direct-funded charter school as described in *Education Code* section 47651." The LEA superintendent, for purposes of these regulations, includes an administrator of a direct-funded charter school.

4.A.2. Security Agreements

The communication sent out the LEA superintendent about designating an LEA CAASPP Coordinator will also include the CAASPP Test Security Agreement. The LEA CAASPP Coordinator must return a signed Security Agreement to ETS via e-mail, mail, or fax. CalTAC will then record the receipt date of this form. Upon receipt of this form and the Superintendent's designation of LEA CAASPP Coordinator, the LEA CAASPP Coordinator will receive a user name and temporary password to access TOMS. ETS will conduct follow-up telephone, fax, and e-mail communications in order to obtain completed forms from all LEAs.

LEA CAASPP Coordinators will be required to obtain a signed CAASPP Test Security Agreement from each CAASPP test site coordinator and signed CAASPP Test Security Affidavits from any LEA and school staff that will have access to the CAASPP test materials either on paper or electronically. The LEA CAASPP Coordinators must keep the signed agreements and affidavits on file at the LEA office.

4.A.3. LEA Contact and Shipping Information

The LEA CAASPP Coordinator will be required to provide the following contact information:

- LEA Superintendent's name, phone number, fax number, and e-mail address
- LEA CAASPP Coordinator name, phone number, fax number, and e-mail address
- LEA office physical address
- LEA office primary shipping address

The LEA CAASPP Coordinator may also designate up to three additional LEA staff that will have the authority to contact CalTAC on behalf of the LEA. The LEA may also provide a secondary shipping address and other information related to shipping (for example, whether the facility has an unloading dock) that can be communicated to the shipping vendor.

LEA CAASPP Coordinators will have the ability to update shipping addresses at any time. The new address is then effective immediately for shipping.

4.B. LEA Test Administration Windows

Beginning with the 2014–15 school year, LEAs must administer the CAASPP tests in each of testing windows described in the testing regulations, § 855. Testing Period:

- **Testing Window 1:** The testing window [for the grades 3 to 8 Smarter Balanced assessments—both computer-based and paper-pencil versions] shall not begin until at least 66 percent of a school's annual instructional days have been completed, and testing may continue up to and including the last day of instruction for the regular school calendar. For a 180-day school year, 66 percent of a school year occurs after the 120th instructional day. This allows for a 12-week window for testing.
- **Testing Window 2:** For the grade 11 Smarter Balanced assessments and CAASPP tests administered (both computer-based and paper-pencil versions) after January 2015, the testing window shall not begin until at least 80 percent of a school's annual instructional days have been completed, and testing may continue up to and including the last day of instruction for the regular school calendar. For a 180-day school year, 80 percent of a school year occurs after the 144th instructional day. This allows for a seven-week window for testing.
- **Testing Window 3:** The CST and CMA for science in grades 5, 8, and 10, and CAPA for science in grades 5, 8, and 10 shall be administered to each pupil during a testing window of 25 instructional days that includes 12 instructional days before and after completion of 85 percent of the school's, track's, or program's instructional days unless the SBE makes a determination by the close of its September 2014 regular meeting that these tests shall be administered during the window defined in subdivision (b)(1) above. If an LEA elects to administer the primary language test, it shall do so during this the same window as these tests. (Note: For the 2015 administration, the primary language test is the STS RLA test available in grades 2 through 11.)

The three testing windows described above will be collectively referred to as the test administration calendar.

The LEA will be required to use the calendaring function in TOMS to set up the testing windows. The LEA is expected to provide information on the instructional start and end dates, noninstructional days, and nonworking days so that the system may calculate the optimal test administration calendar. An LEA that has school on different instructional calendars may create up to six separate test administration calendars. LEAs must set up their test administration calendars on or before October 15, 2014. The student registration for the computer-based tests and paper-pencil test ordering functions will not be available to an LEA until the test administration calendar has been completed.

The testing regulations require that direct-funded and SBE-funded charter schools test independently. The direct-funded and SBE-funded charter schools will be treated as LEAs and will be responsible for setting up and submitting test administration calendars for their charter schools.

For the purposes of this contract extension, ETS assumes that the locally funded charter schools must test with their funding LEA. The funding LEA will be responsible for setting up the charter school's test administration calendar, updating CALPADS for the student registration system, placing test materials, and completing any other activities related to the CAASPP test administration. Should the CDE and the SBE decide that locally funded charters will have the option to test independently from their funding LEA, the decision must be provided to ETS no later than July 15, 2014.

4.C. CALPADS Integration

Data from CALPADS will be used as the data of record for the LEA/school hierarchy and for student demographic information. ETS will work with the CDE staff in the CAASPP office, CALPADS office, and Academic Accountability Unit to develop business requirements that ensure the appropriate use of CALPADS for the 2015 administration. ETS will use the processes established during the 2014 administration that generated a regular data feed of the LEA/school hierarchy file and student demographic data from CALPADS.

ETS will establish weekly technical meetings with the CDE that are separate from the weekly management meetings. The purpose of the weekly technical meetings is to allow for sufficient detailed discussion on topics and issues related to the data hand-offs and integration. These weekly technical meetings will be led by an ETS Program Manager and will include key technical staff at ETS, AIR, and CA&L.

The CDE may request enhancements to TOMS or the test delivery system beyond those described in this SOW. ETS and its partners will provide the CDE with proposed solutions and related costs for each requested enhancement. If funding is available, ETS will implement the agree-upon enhancement(s) upon approval by the CDE.

4.C.1. School Data and Demographics (SDD) File/CDS Master File

CDE will provide ETS with the initial LEA/school hierarchy file that will be used for setting up LEAs and schools within TOMS and the Smarter Balanced test delivery system. The CDE will determine how the nonpublic schools (NPSs) and the home/hospital programs will be included in the hierarchy file.

The initial LEA/school hierarchy file upload will take up to five business days to complete. The CDE will be requested to validate the initial file upload before student data are incorporated into TOMS. ETS must receive the initial LEA/school hierarchy file no later than July 31, 2015,

in order to integrate the hierarchy into TOMS. Delays in the receipt and processing of the hierarchy file will result in delays to the release of TOMS to the LEAs.

ETS assumes that the CDE will provide regular updates to the hierarchy file throughout the year in order keep TOMS consistent with CALPADS. CDE and ETS will agree on a timeline by which the hierarchy file will be updated throughout the school year. Changes to the hierarchy file will take up to two business days to be incorporated fully into TOMS.

4.C.2. Student Registration

The CALPADS student data will be incorporated into TOMS and will be used for two purposes—(1) register students in the test delivery system for the Smarter Balanced Summative and Interim Assessments; and (2) as the data source for pre-identification of paper-pencil test materials that may be ordered by the LEA.

Initial Student Data Upload

The initial student data file will include all students in kindergarten and grades 1–12. The initial student data file upload will take approximately five business days. As with the initial upload of the LEA/school hierarchy file, the CDE will be requested to validate the initial file upload before the test delivery system is made available to LEAs.

The Smarter Balanced Interim Assessments will be available to students in kindergarten and grades 1 through 12. The initial student data upload will include student demographic data for grades all grades. It is anticipated that the Smarter Balanced Interim Assessment will be available in Fall 2014. In order for the system to be ready, the initial student data upload should completed before October 1, 2014. After the initial student data file upload, it is the CDE's intent that LEAs will have local control over the student information and registration in the Interim Assessment for students in kindergarten and in grades 1, 2, 9, 10, and 12.

Updates to Student Data for Grades 3–8 and 11

CDE will provide a regular feed of student data for grades 3–8 and 11 from CALPADS as agreed to between the CDE and ETS in the business requirements. Changes to the CALPADS student data will take up to two business days to process.

The LEA will be required to confirm its student registration information and will be directed to update information in CALPADS as needed. ETS and its partners will work with the CDE to develop a process by which an LEA can indicate whether a student is taking the Smarter Balanced tests as a PPT instead of a computer-based test (CBT).

4.C.3. Pre-ID for Paper-Pencil Tests

ETS will establish a process by which LEAs can request pre-identification services for the paper-pencil tests. If an LEA decides to use the Pre-ID services, all schools in the test administration calendar must participate in the Pre-ID process.

An LEA that uses the Pre-ID service will receive Pre-ID labels that maybe applied to answer documents and response booklets. The student demographic information from the CALPADS data feed will provide the information on the Pre-ID labels. The Pre-ID labels will be included in the LEA's initial shipment of paper-pencil test materials.

During the testing window, an LEA may discover that it needs additional Pre-ID labels. An LEA may submit a request for late labels up to seven calendar days prior to the last day of Testing Window 3; materials will be shipped within 48 hours of request.

4.D. Ordering for Paper-Pencil Tests

The Ordering function in TOMS allows LEAs to place orders for the following paper-pencil tests:

- CSTs for Science for grades 5, 8, and 10
- CMA for Science for grades 5, 8, and 10
- CAPA for Science for grades 5, 8, and 10
- Voluntary STS for RLA for grades 2–11
- Smarter Balanced Summative Assessments for grades 3–8 and 11 for only those students who have been designated by the LEA Superintendent as needing a paper and pencil test

The LEA must complete the all PPT orders by October 15, 2014. CalTAC will review all orders and will contact the LEA CAASPP Coordinator to resolve any issues. Once all issues are resolved, CalTAC will approve the order for processing.

The testing regulations require that the LEA must provide a justification for PPT orders of Smarter Balanced tests. The CDE will provide ETS with business rules for approving, rejecting, or escalating requests.

An LEA may submit a supplemental orders request up to seven calendar days prior to the last day of Testing Window 3; materials will be shipped within 48 hours of request.

4.E. Collect Special Conditions Data

TOMS will include the ability to capture special conditions data for each student that may be used during the test administration. Special conditions may include, but are not limited to, parent exemptions and testing accommodations needed by the student. ETS will work with the CDE to develop the list of special conditions data and the business requirements for each data element.

Task 5: Item Bank

An item bank is the "data warehouse" of test questions, passages, stimulus, simulations, and their statistical information. For the 2015 administration, ETS will maintain two separate item banks—the CDE-owned California Item Bank and an ETS-owned item bank. Each item bank serves two different purposes, which are described below.

5.A. California Item Bank for CST, CMA, CAPA, STS, CELDT, and CAHSEE

ETS currently provides and maintains the electronic item bank for several of the California paper-based assessments, including the California High School Exit Examination (CAHSEE), CSTs, CMA, CAPA, STS, and the California English Language Development Test (CELDT). **The California Item Bank will not be used to house the Consortium assessments or any newly developed assessments such as the Next Generation Science Standards (NGSS)–based tests.**

While the California Item Bank is not used to produce the CST, CMA, CAPA, and STS forms, the CAHSEE or CELDT program may be using the California Item Bank for its forms construction process. If the CDE decides to eliminate the monthly updates of the California Item Bank, ETS recommends that CDE have a process in place for the CAHSEE and CELDT programs before stopping all activities.

The consolidated item bank will house all CST, CMA, CAPA, STS, CAHSEE, and CELDT items and associated statistics by assessment. While ETS will retain ownership of its proprietary software, the item bank and the customized version of the software will be owned and copyrighted by the CDE. The enhanced item banking software will support the full functionality described below.

ETS will provide the item banking application using the local area networking (LAN) architecture and a relational database management system, SQL 2008, already deployed.

The software interfaces with standard MS-Office tools such as Access, Excel, and Word, with output of reports in MS-Excel and Adobe PDF. The application itself will use standard commercial software tools.

ETS will provide updated versions of the item bank to the CDE on an ongoing basis. ETS will work with the CDE to determine the optimum process if a change in databases is desired.

5.A.1. Item Bank Delivery

In addition to CST items, the consolidated Item Bank will contain items from the CMA, CAPA, STS, CAHSEE, and CELDT programs. CELDT is also a stand-alone application that was populated via an external ETS-developed process and can be continued in that fashion. Updates to the database, application, and images will be delivered to the CDE or their authorized agent via SFTP.

5.A.2. Item Bank Update and Delivery Schedule

Monthly deliveries of data will be scheduled according to test development, administration, statistical analysis, and form development schedules for each of the assessments. Updates to assessments will be combined across programs as much as possible. ETS will be responsible for both refining the application during its initial deployment and maintaining the software and the database over the life of the contract. In addition to database updates, subsequent versions of the item bank software that incorporate needed changes identified by the CDE will

be delivered. A release methodology will be employed to document and track all updates. This will allow data updates and software changes to be implemented as a single release.

An item bank log will be created that tracks all software changes related to the item bank in a single document by assessment. This document will also contain the release number of when the software change was implemented. In addition, a release document will be prepared that will designate the data updates occurring in each release, along with the software changes that will be delivered. This document will be published for the CDE with each update of the software.

ETS will provide routines and database updates so that only database changes and additions are included in updates. Additional quality control procedures will also be developed to assure that the databases are the same after the replication of changes at ETS and the CDE.

5.A.3. Quality Control

ETS will employ extensive quality control procedures, involving both automated reasonability checks and counts and careful manual inspection, to make certain all data are accurate and complete. Quality control processes will also be run against all images to assure that all items have an image in the bank and that all art required by the item is present in the bank. When graphics are modified, all items containing that modified graphic will be reassembled and updated in the item bank.

In addition to testing for specific changes to the database and software before delivery of updates, ETS will execute a regression test to assure that there are no unforeseen problems as a result of changes made. This same test plan will be created in conjunction with the CDE and ETS test development staff. This test plan will be updated to include software changes as they occur. ETS will provide the results of the testing to the CDE for review.

5.A.4. Preparation of Summary Reports

ETS will provide the CDE with summary analyses and reports based on data in the item bank. Any data in the item bank is available for reporting. ETS Item Banking staff will work with the CDE to identify the data requested, report format, and timeline. A report request will be designed for CDE use to outline the basic request and timeline. ETS will then have a document from which to begin preliminary design and to use as a basis for discussion so that the specific needs are documented and understood in order to deliver the desired outcome.

5.A.5. Year-End Data Delivery

The year-end data delivery will be handled in the same fashion as a normal database update and would be a scheduled release and part of the delivery schedule described in Task 5.A.6. At this time, all items and statistics would be updated in the item bank. All documentation, including data loading procedures, data delivery specifications, item bank table relationship and field definitions, and user directions will be included in addition to the normal database delivery. Other data formats for export will be provided on request.

5.A.6. Product Licenses

ETS will secure a perpetual run-time license for all the software that is used in the California Item Banking system and will provide that with the application so that any user with MS-Office can run the application. Those third party licenses will be provided to the CDE during the term of the contract so that the CDE can run the application with MS-Office. The CDE owns the customized version of the software that was designed specifically for the CDE with state funding. In order to modify the code or table structures within the system's currently licensed software, the CDE must purchase developer licenses. These licenses are not transferable and cannot be purchased by any party other than the system owner (CDE). The CDE owns the

customized version of the software as developed; however, ETS has a patent pending for the underlying proprietary software that has been previously developed and is owned and copyrighted by ETS. Should this contract transition to a vendor other than ETS, the CDE can continue to use the customized system on a perpetual basis but because of the underlying patent, the competitive vendor cannot resell or reproduce the system.

5.A.7. Scalable Application

The application is scalable to include as many authorized users as necessary with a maximum of 40 concurrent users. Users will be allowed to have only one instance of the application open at a given time, but they will be able to move between assessments based on the access granted by their user ID.

5.A.8. Compatibility with the CDE Environment

Before implementing any changes to ETS hardware, software, or network environments that may be used for updating the California Item Bank, ETS will obtain approval from the CDE to assure that the changes are compatible with the CDE environment.

5.A.9. Item Bank Security

The measures ETS takes for assuring the security of electronic files are as follows:

- Electronic forms of test content, documentation, and item banks are backed up electronically, with the backups kept offsite to prevent loss from system breakdown or a natural disaster.
- The offsite backup files are kept in secure storage with access limited to authorized personnel only.
- To prevent unauthorized electronic access to the item bank, advanced network security measures are used.

The electronic item banking application will include a login/password system to authorize access to the database or designated portions of the database. In addition, only users authorized to access the specific database will be able to use the item bank. Users will be authorized by a designated administrator at the CDE and at ETS. SBE staff or liaisons will be provided access upon request.

5.B. Item Banking for New CAASPP Assessments

The items that will be developed for the new assessments will include a variety of item types such as technology-enhanced items, graphing, and technology-enhanced simulations. The structure of the California Item Bank cannot handle these new item types. In order to provide the CDE with a data warehouse for the new CAASPP assessments during this one-year contract extension, ETS will use its proprietary item banking system, IBIS, during the development and reviews of the new CAASPP assessments. ETS does not include activities to provide customization of IBIS during this contract extension.

The basic capabilities, available statistics and reporting, quality control, and security in IBIS are similar to that of the California Item Bank described in Task 5.A. above. However, IBIS is able to handle a wider variety of item types, including technology-enhanced items and computer-based simulations. IBIS will include an item viewer that will display the items and simulations as they would be displayed in the computer-based test.

ETS will use IBIS for the new CAASPP assessments described in Task 12:

- NGSS-based assessments in Science
- NGSS-based alternate assessment in Science
- Primary language assessments based on the Common Core State Standards (CCSS) for English–Language Arts (ELA)

All items will be developed in Accessible Portable Item Protocol (APIP) format. At the end of the contract, ETS will deliver the new items in an agreed-upon process so that the items may be transferred into an item bank selected by the CDE.

Task 6: Administer Computer-based CAASPP Assessments: Smarter Balanced Summative Assessments

ETS and its subcontractor, AIR, will host and support the test delivery system for the administration of the computer-based Smarter Balanced Summative Assessments. The test delivery system will use the open source code provided by Smarter Balanced and will be incorporated into the overall systems provided by ETS under this contract. Smarter Balanced is expected to release the open source code in September 2014. Activities to support the 2015 CAASPP administration of the Smarter Balanced Summative Assessments described in this section and Interim Assessments described in Task 13 are based on the September 2014 release date. If the release date is delayed, ETS will work with the CDE to mitigate risks to the 2015 administration where possible.

ETS assumes that the copyright fees for using the Smarter Balanced Summative Assessments are included as part of the state's membership fees to the Consortium. Therefore, costs and activities related to copyright fees are not included in this scope of work.

6.A. Assist LEAs with the Test Delivery Platform

The Smarter Balanced Summative Assessments will be delivered through a secure Web browser that must be installed by LEAs on the electronic devices (i.e., computers, tablets) that will be used during test administration.

As described in Task 3, ETS will assist LEAs in preparing for the test administration, including the installation and updates of the applications required for the computer-based assessments.

Installation of the Secure Web Browser

AIR will provide the initial release of the secure Web browser in the last quarter of 2014, after the open source code has been released by Smarter Balanced. It will likely be necessary to update the secure Web browser after the initial release and throughout the administration. Updates to the secure Web browser will be coordinated with the CDE and the K12HSN to ensure that LEAs receive the information in a timely and appropriate manner.

Installation of the Test Delivery System

AIR will operate and maintain the test delivery system to ensure continued operations throughout the 2015 administration. Scheduled downtime for planned maintenance of the test delivery system will be discussed and agreed to with the CDE. Scheduled downtime will be built into the test calendaring function described in Task 4.B. and also will be communicated to the LEAs in advance through e-mail blasts, the CAASPP.org Web site, and through CDE channels. Should updates or technical issues require unscheduled system downtime, ETS and AIR will work with the CDE and the K12HSN to ensure that LEAs receive the information in a timely and appropriate manner.

6.B. Host the Summative Assessments

AIR will provide access to the servers on which the test delivery system will be hosted. The test delivery system used for California will be maintained on separate secure virtual servers using shared hardware. Prior to the release of the test delivery system, ETS and AIR will work with the CDE and the K12HSN to implement a peering agreement between the service provider used by AIR and the service provider used by the K12HSN. After the test delivery system is released to the LEAs, AIR will ensure the available capacity for up to 500,000 concurrent users throughout the 2014–15 school year.

The Smarter Balanced Interim Assessments described in Task 13 will also be hosted on the same virtual servers as the Summative Assessment. AIR will monitor the usage of the servers throughout the test administration. AIR will have a process in place by which use of the Interim Assessments will be moderated at the CDE's direction if there is a capacity issue within the K12HSN.

6.C. Administer the Summative Assessments

AIR will provide all applications necessary to administer the Summative Assessments. These applications include, but are not limited to, a test administration application for student use and the online reporting system. As described in Task 4, ETS and AIR will use a single sign-on solution so that users logging into TOMS will seamlessly be logged onto the test delivery system.

Throughout the test administration, ETS and AIR will monitor the test delivery system to ensure that all systems that deliver the Summative Assessments are functioning normally and to address any issues that may arise.

ETS and AIR will provide weekly reports to the CDE on the following metrics:

- Number of LEAs, schools, and students that have started testing
- Number of LEAs, schools, and students that have completed testing
- Number of concurrent users

Additional metrics maybe identified. At the CDE's direction, the test administration metrics may be provided more often (e.g., daily). Within four weeks after the end of the last computer-based test administration, ETS and AIR will deliver a summary report of the metrics to the CDE.

Task 7: Administer Paper-Pencil CAASPP Assessments: Smarter Balanced Summative Assessments, CSTs, CMA, CAPA, and STS

In addition to delivering the computer-based Smarter Balanced Summative Assessments, ETS will administer the CAASPP paper-pencil tests for the 2015 administration:

- CSTs for Science in grades 5, 8, and 10
- CMA for Science in grades 5, 8, and 10
- CAPA for Science in grades 5, 8, and 10
- Voluntary STS RLA in grades 2–11
- Smarter Balanced Summative Assessments in grades 3–8 and 11 for only those students who have been designated by the LEA Superintendent

The CSTs for grade 11 used by the Early Assessment Program (EAP) have been discontinued. The EAP results were used by the California State University (CSU) system and the California Community Colleges (CCC) to determine readiness in college-level ELA and mathematics courses. Beginning with the 2015 administration, CSU and CCC will use the results from the Smarter Balanced grade 11 ELA and mathematics summative assessments to make this determination.

Beginning with the 2015 administration, the CAPA ELA and mathematics tests for grades 2–11 will be eliminated. The CDE plans to administer a field test of the alternate assessment developed by the National Centers and State Collaborative (NCSC), which may be administered by the NCSC contractor for test administration.

ETS assumes that the copyright fees for using the Smarter Balanced Summative Assessments are included as part of the state's membership fees to the Consortium. Therefore, costs and activities related to copyright fees for the Smarter Balanced Assessments are not included in this scope of work. In addition, ETS previously obtained copyright permissions for the available CSTs, CMA, CAPA, and STS that allow the CDE to use third-party materials through December 31, 2015, without additional costs and activities for associated copyright acquisition of these tests.

7.A. Test Materials Construction

7.A.1. Test Construction for the CSTs, CMA, CAPA, and STS

The CSTs, CMA, CAPA, and STS will use previously administered forms and will follow a similar process as that of the 2014 administration. ETS will submit a recommendation to the CDE for the forms to be used for the 2015 administration. The recommendation will include justifications for each selection.

The following test booklets will be produced for the CAASPP Program:

- Grade 5 CST for Science test booklet
- Grade 8 CST for Science test booklet
- Grade 10 CST for Life Science test booklet
- Grade 5 CMA for Science test booklet
- Grade 8 CMA for Science test booklet

- Grade 10 CMA for Life Science test booklet
- *CAPA Examiner's Manual* for Science in Grades 5, 8, and 10
- Grades 2–11 STS for RLA test booklets

ETS will construct the braille and large-print versions of the CSTs, CMA, and STS. No other special versions of these tests will be available or planned. In addition, there are no emergency test forms available or planned for the CSTs, CMA, CAPA, and STS.

7.A.2. Test Construction for Smarter Balanced Summative Assessments

ETS assumes that Smarter Balanced will provide the formatted test booklets and response booklets for each grade and content area, including grade 3, as camera-ready PDF files. It is anticipated that Smarter Balanced will make these files available by December 2014. ETS assumes there will no changes to, or reviews of, the materials provided by Smarter Balanced.

ETS also assumes that Smarter Balanced will provide the braille form of the test booklets as well as a fully translated Spanish version for mathematics only.

ETS assumes that Smarter Balanced will not provide a large-print version of the Smarter Balanced tests. ETS will produce large-print versions that meet the standard state requirements that approximate 20-point font through photo enlargement. ETS will indicate which items cannot be used for scoring because of art or graphics that may be affected by enlargement, and about the spacing of materials that affects performance on items.

ETS will brand the Smarter Balanced materials with appropriate CAASPP information and covers.

ETS assumes that emergency test forms will not be produced for the Smarter Balanced Summative Assessments and will not include activities or resources for emergency test forms. Activities and costs for a possible grade 11 "retake" test are not included in this scope of work. If the Consortium offer a grade 11 retake process and the state decides to offer this opportunity to students, ETS will provide the scope and cost changes to the CDE for its implementation.

7.A.3. Test Booklet Development Process

ETS will complete the following processes for each test booklet and answer/response document developed:

1. Assemble Page Proofs
2. Revise Page Proof
3. Make Second Page Proof Revisions
4. Coordinate the Production Phase (Described in Task 7.B.)

Assemble Page Proofs

The following steps occur as part of the page proof process:

1. ETS Publications adds the demographic pages to the scannable test booklets and answer/response documents and adds CAASPP covers to the nonscannable test booklets for the Smarter Balanced assessments.
2. The documents are sent to ETS Assessment Development Support for proofreading. As part of this process, the directions in the test booklet are checked for format, grammatical correctness, and proper use of testing conventions.

3. Proofreaders review the document using the bookmaps and item matrices for comparison and mark any corrections or revisions that need to be made.
4. The ETS Editorial Manager reviews the revisions and makes any additional required edits.
5. ETS Publications updates the draft with all marked revisions.
6. ETS continues the process of reviewing and revising until the document is determined to be “clean and final.”
7. After the review, ETS Publications creates the digital file complete with items and embedded graphics.
8. Page proofs of the test booklet will be printed and delivered to the CDE for review. Project schedules include five business days for the CDE to complete a review, make revisions on the page proofs, and return the proofs to ETS to complete the workflow process.

Revise Page Proofs

When ETS receives the page proofs, the Publications team incorporates the necessary changes to the test booklet. The page proofs are then sent to the ETS Assessment Development Support proofreaders, who compare them to the page proofs received from Publications. If necessary, the Forms Designer makes further changes. The test booklet is then returned to the proofreaders.

Make Second Page Proof Revisions

After the page proof revisions are complete and verified by the proofreaders, they will be delivered to the ETS Editorial Manager for final review and approval.

During this process, ETS Publications will continue to provide page proofs to the proofreaders until the final test booklet design is approved. Upon approval, ETS Publications will create a digital copy, check it against the page proof, and send it to the printer. The document will undergo a final verification process when the printer produces and sends the blueline of the document to the ETS Editorial Manager; accuracy and print image integrity will be verified.

7.B. Test Materials Production

All test booklets for the CSTs, CMA, CAPA, and STS, except for the STS RLA booklets in grades 2 and 3, will be produced as nonscannable test booklets with separate scannable answer documents. The STS for RLA booklets for grades 2 and 3 will be produced as scannable test booklets.

The paper-pencil versions of the Smarter Balanced Summative Assessments will be produced as nonscannable test booklet with a scannable response booklet. This includes the test book and response document for the grade 3 assessment.

The braille and large-print versions of all CAASPP assessments will be produced as nonscannable test booklets. The Spanish version of the Smarter Balanced mathematics assessments will also be produced as nonscannable test booklets.

CDE will receive final documents following the ETS certification process. Table 1 provides the estimated print volumes by test and grade.

Table 1. Estimated Print Quantities for Test Books, Answer Documents, Response Booklets, and School and Grade Identification Sheets

Document	Document Type	Estimated 2015 Print Quantity
CST Science Grade 5 test booklet	Nonscannable	536,000
CST Science Grade 8 test booklet	Nonscannable	541,000
CST Science Grade 10 test booklet	Nonscannable	555,000
CMA Science Grade 5 test booklet	Nonscannable	35,000
CMA Science Grade 8 test booklet	Nonscannable	31,000
CMA Science Grade 10 test booklet	Nonscannable	20,000
Grade 5 CST/CMA answer document	Scannable	571,000
Grade 8 CST/CMA answer folder	Scannable	572,000
Grade 10 CST/CMA answer folder	Scannable	575,000
CAPA Examiner's Manual	Nonscannable	7,500
CAPA answer folder	Scannable	15,000
STS RLA Grade 2 test booklet	Scannable	17,000
STS RLA Grade 3 test booklet	Scannable	17,000
STS RLA Grade 4 test booklet	Nonscannable	11,000
STS RLA Grade 4 Answer Folder	Scannable	11,000
STS RLA Grade 5 test booklet	Nonscannable	7,000
STS RLA Grade 5 answer folder	Scannable	7,000
STS RLA Grade 6 test booklet	Nonscannable	5,000
STS RLA Grade 6 answer folder	Scannable	5,000
STS RLA Grade 7 test booklet	Nonscannable	3,000
STS RLA Grade 7 answer folder	Scannable	3,000
STS RLA Grade 8 test booklet	Nonscannable	3,000
STS RLA Grade 8 answer folder	Scannable	3,000
STS RLA Grade 9 test booklet	Nonscannable	2,000
STS RLA Grade 9 answer folder	Scannable	2,000
STS RLA Grade 10 test booklet	Nonscannable	2,000
STS RLA Grade 10 answer folder	Scannable	2,000
STS RLA Grade 11 test booklet	Nonscannable	2,000
STS RLA Grade 11 answer folder	Scannable	2,000
Smarter Balanced ELA Grade 3 test booklet	Nonscannable	45,700
Smarter Balanced Math Grade 3 test booklet	Nonscannable	45,700
Smarter Balanced ELA Grade 3 response booklet	Scannable	45,700
Smarter Balanced Math Grade 3 response booklet	Scannable	45,700
Smarter Balanced ELA Grade 4 test booklet	Nonscannable	45,700
Smarter Balanced Math Grade 4 test booklet	Nonscannable	45,700
Smarter Balanced ELA Grade 4 response booklet	Scannable	45,700
Smarter Balanced Math Grade 4 response booklet	Scannable	45,700
Smarter Balanced ELA Grade 5 test booklet	Nonscannable	45,700
Smarter Balanced Math Grade 5 test booklet	Nonscannable	45,700
Smarter Balanced ELA Grade 5 response booklet	Scannable	45,700
Smarter Balanced Math Grade 5 response booklet	Scannable	45,700
Smarter Balanced ELA Grade 6 test booklet	Nonscannable	45,700
Smarter Balanced Math Grade 6 test booklet	Nonscannable	45,700
Smarter Balanced ELA Grade 6 response booklet	Scannable	45,700
Smarter Balanced Math Grade 6 response booklet	Scannable	45,700
Smarter Balanced ELA Grade 7 test booklet	Nonscannable	45,700
Smarter Balanced Math Grade 7 test booklet	Nonscannable	45,700
Smarter Balanced ELA Grade 7 response booklet	Scannable	45,700
Smarter Balanced Math Grade 7 response booklet	Scannable	45,700
Smarter Balanced ELA Grade 8 test booklet	Nonscannable	45,700
Smarter Balanced Math Grade 8 test booklet	Nonscannable	45,700
Smarter Balanced ELA Grade 8 response booklet	Scannable	45,700
Smarter Balanced Math Grade 8 response booklet	Scannable	45,700
Smarter Balanced ELA Grade 11 test booklet	Nonscannable	45,700
Smarter Balanced Math Grade 11 test booklet	Nonscannable	45,700
Smarter Balanced ELA Grade 11 response booklet	Scannable	45,700

Document	Document Type	Estimated 2015 Print Quantity
Smarter Balanced Math Grade 11 response booklet	Scannable	45,700
School and Grade ID Sheet (SGID)	Scannable	570,000

The estimated print quantities for the CSTs, CMA, CAPA, and STS are based on test-taker volumes from the 2014 administration.

The print quantities for the Smarter Balanced paper-pencil test materials are estimated at approximately 10 percent of the estimated test takers in each grade (grades 3–8 and 11).

7.B.1. Printing Test Materials

A document will be released and declared "clean" only after all review criteria have been satisfied. Only then will ETS Publications receive approval to print.

ETS uses the following detailed production processes to produce quality documents:

1. Press sheets are checked during the print run to verify thorough ink coverage, color, and overall print quality.
2. Operators select sample documents for color proofing and quality testing at predetermined locations throughout the print run for testing.
3. Forms are carefully inspected for squareness of cut, exact positioning of tracks, codes, text and response positions, and the quality of printing.
4. Forms are released for subsequent activities only after they meet quality control standards.
5. After releasing the documents, the printed signatures move to the bindery area for binding, wrapping, and packaging in accordance with project specifications.
6. During binding, bindery personnel establish in-process checks to further verify quality control.
7. A final internal review is performed before documents are shipped to customers.

7.B.2. Designing and Constructing Scannable Answer Documents

ETS will design and print answer document folders to correspond to the test booklets for the CSTs, CMA, CAPA, and STS. For the paper-pencil versions of the Smarter Balanced Summative Assessments, ETS will use the camera-ready file provide by Smarter Balanced and will include a CAASPP-specific cover that includes the appropriate sections needed for CAASPP. Collectively, the answer folders and response booklets will hereafter be called the "scannable answer documents."

Depending on the specific requirements dictated by test, the scannable answer documents are either four-page folders, multi-page response booklets, or self-contained test booklets such as the grades 2–3 STS for RLA test booklets. All answer documents can be precoded by applying a machine-readable label containing the appropriate information.

ETS will also produce the scannable School and Grade Identification (SGID) sheet. The SGID sheet will identify the school code, grade, teacher name, and other information needed for aggregating student data.

Designing the Scannable Answer Documents

ETS will prepare a mockup design layout of the scannable documents before any composition begins. This will allow all parties an opportunity to make major changes to the forms without affecting schedules and without incurring significant costs.

Once agreement has been reached on the general layout of the documents, the materials will be composed in accordance with the determined specifications. The use of specialized forms design software minimizes the effort involved in traditional methods of form development and, in the event that changes are needed, reduces the time required to generate revised proofs.

After each form is created, ETS staff will thoroughly inspect each document to verify that it matches the text and specifications received from the CDE. When all corrections are made, proofs will be reviewed by the ETS Editorial Manager. A duplicate copy of each proof will be sent to the ETS development team for technical review of scannability, response circle placement, and spine code assignment.

Once the proofs are approved by the ETS Editorial Manager and development team, the printing plates will be made and the documents will be printed at one of the ETS printing facilities.

Immediately after printing, sample documents are selected for testing from predetermined locations throughout the print run. These forms are carefully checked for accuracy of cut, exact positioning of timing tracks, codes, text and response positions, and the quality of printing. Forms are released for subsequent activities only after they have met all quality standards.

Answer documents may be revised to accommodate information necessary for the program. ETS will work with the CDE to develop and revise answer documents.

Single Record for Each Student

All answer documents will contain uniquely numbered lithocodes that are both scannable and eye-readable. The lithocodes will allow all pages of the document to be linked throughout processing, even after the documents have been separated into single sheets for scanning.

The lithocodes will link their demographics and responses within a document while matching criteria will be used to create a single record for all of the students' documents. ETS will work with the CDE to develop the business rules for matching student answer records. At minimum, ETS recommends that the following matching criteria be used:

1. First—SSID number
2. Second—First name, last name, date of birth, gender

Producing Pre-ID Labels

LEAs will have the option to pre-identify student answer documents for each of the tests. By using the Pre-ID process, LEAs will reduce time dedicated to hand-marking basic student information such as first name and last name. The student demographic information from the CALPADS database will be used in the Pre-ID process; however, LEAs must opt in to this fee-based service in order to receive Pre-ID labels that may be applied to the scannable answer documents.

The following is a description of the process that will be used to produce the Pre-ID labels.

1. No later than 42 calendar days (6 weeks) before the first test date, an LEA will use TOMS to indicate whether it chooses to use Pre-ID labels.

2. ETS will use the student data provided through the CALPADS data feed to generate Pre-ID labels by administration and test type (CST, CMA, CAPA, STS, and Smarter Balanced).
3. At 21 calendar days (3 weeks) prior to the first test date, ETS will produce and ship the Pre-ID labels.

LEAs will receive their Pre-ID labels with their other testing materials, including additional non–pre-identified answer documents (10 percent overage for every school and 5 percent for every LEA) for those students not identified in a Pre-ID file.

7.B.3. Procedures for Producing Braille Versions of Test Forms and Answer Documents

ETS will produce braille versions of the CSTs, CMA, and STS based on the forms selected for administration. ETS will use the braille forms provided by Smarter Balanced for those assessments. A braille version is not produced for CAPA.

The quantities of the CST, CMA, and STS braille-print test booklets will be estimated based on usage from previous administrations and take into account any other factors that could influence volumes. The quantities of the Smarter Balanced braille test booklets will be based on information provided by LEAs through TOMS by October 15, 2014.

ETS will provide detailed LEA CAASPP Coordinator instructions and examiner directions to support the test for the braille versions. Instructions in the manuals for use in administering braille editions of the test to students will mirror the standard administration directions as much as possible. However, they will reflect any special instructions for administration specific to the braille version of the assessment.

ETS will produce sufficient quantities of braille test booklets and supporting answer documents to support the initial orders, any supplemental orders, and any samples necessary to support review and archival processes.

Braille Version of the CSTs, CMA, and STS

ETS test development, editorial, and production staff will implement the requirements of the CST, CMA, and STS assessments regarding braille tactile graphic materials and materials for the other special versions, including the following guidelines for braille tactile graphic materials:

- ETS test developers will create all items so that graphic material does not contain clues or omit necessary information, nor will the graphics contain material that is unnecessary for responding to the prompt.
- ETS will review the descriptions of graphics and illustrations to maintain concise and meaningful information. These descriptions will be included as transcriber's notes throughout the test and will be included in the teacher's notes to the braille edition.
- ETS will implement the protocol of placing keys or legends that supplement reading graphics at the top left of the tactile graphic or on the left-hand facing page.
- ETS will use horizontal braille labeling on graphics.
- The ETS assessment specialists and special versions editor will maintain charts and graphs on one page when possible.
- Test developers will also be involved in the process of developing the accommodated versions.

  To make a determination as to the appropriateness of items for visually challenged students, ETS will seek the recommendation of those individuals experienced in

brailling by providing the test form to the braille vendor for review. The brailler's recommendations to the test developer may consist of:

- Identifying items that should not be brailled due to the inappropriateness of the content for a visually impaired student
- Suggestions for the scripting of art or graphics related to an item
- Suggestions for minor modifications to art or graphics for braille reproduction

The braille version will use contracted braille for CST sciences and CMA sciences and uncontracted braille for STS grades two through eleven. Contracted braille is a combination of braille letters and short-form words. Uncontracted braille will only be used if any portion of the test requires the test-taker to spell words, and for all STS tests.

The test developer will work with the braille vendor to make final recommendations for a braille test form. Special consideration must be given to the number of items recommended for omission. Test development and psychometric staff will review the impact on the test specifications and score reporting requirements for subtest scores.

Braille Versions of the Smarter Balanced Summative Assessments

ETS will use the braille versions of the Summative Assessments as provided by Smarter Balanced. ETS will brand the braille versions with CAASPP-specific covers. There will no other revisions made to the braille versions.

7.B.4. Procedures for Producing Large-Print Versions of the Tests

ETS will produce large-print versions of the CSTs, CMA, and STS based on the forms selected for administration. ETS will also produce large-print versions of the Smarter Balanced Summative Assessments using the test materials provided by Smarter Balanced.

The directions for administration specific to the large-print edition will be similar to those used for the regular print, operational version of the test.

As with the braille forms, ETS will produce quantities sufficient to meet those initial orders, estimated supplemental orders based upon past experience in estimating special-version test materials for California students, and any samples necessary to support review and archival processes. The quantities of the Smarter Balanced Spanish version test booklets will be based on information provided by LEAs through TOMS by October 15, 2014.

Large-Print Versions of the CSTs, CMA, and STS

For large-print forms, test developers will identify those items that require special attention from the staff responsible for producing the large-print forms. Test developers will provide directions to production staff, relaying information about mathematics items that involve measurements that cannot be enlarged, about art or graphics that may be affected by enlargement, and about the spacing of materials that affects performance on items. The goal is to avoid introducing factors that affect item performance, thus maintaining the validity of all items. The large-print version will be produced in a font format that is equivalent to 20-point Arial.

As an application of Universal Design Principles, the large-print edition is not just a larger edition of the operational form, but is adjusted to accommodate the needs of students. A template will be created that adjusts the amount of white space, leading, and other factors that affect the accessibility of the form for students.

Large-Print Versions of the Smarter Balanced Summative Assessments

ETS assumes that Smarter Balanced will not provide a large-print version of the Smarter Balanced tests. ETS will produce large-print versions that meet the standard state requirements that approximate 20-point font through photo enlargement. ETS will indicate which items cannot be used for scoring because of art or graphics that may be affected by enlargement, and about the spacing of materials that affects performance on items.

7.B.5. Producing the Spanish Versions of the Smarter Balanced Summative Assessments for Mathematics

It is anticipated that Smarter Balanced will provide camera-ready PDF files of the mathematics tests translated into Spanish. ETS will use the files provided by Smarter Balanced and will brand these versions with CAASPP-specific covers.

ETS assumes that Test Administrators will use the directions used for the regular print, operational version of the tests to administer the Spanish versions.

The quantities of the Smarter Balanced Spanish version test booklets will be based on information provided by LEAs through TOMS by October 15, 2014.

7.B.6. CDE Copies

ETS will assure that all the materials detailed below will be produced in the proper quantities and formats, and delivered to the CDE within the prescribed timeframe (within four weeks of completion of materials production). Copies for the CDE will be produced as part of a normal quality-monitored production run, packaged and delivered via an approved, secure and traceable shipper to the designated CDE recipients. ETS will deliver to the CDE:

- Two sets of all versions of test booklets
- Two copies of the *CAPA Examiner's Manual*
- Two copies of all answer documents
- Two sets of CAPA stimulus cards
- Ten copies of each *Directions for Administration (DFA)*
- Twenty-five copies of each operational manual

The braille and large-print versions, as well as additional copies of all of the listed materials, will be available for the CDE's needs and will be provided to the CDE at its request.

7.B.7. Ancillary Test Materials

To increase the efficiency of communications between the LEAs and schools during the test administration, and to encourage that tests be administered in a consistent manner, ETS will review with the CDE all CAASPP Program documentation and update the materials based on the needs of the CDE and LEA CAASPP Coordinators, academic standards, and other requirements and criteria.

When possible, documents will adhere to the style and usage standards of the *APA Publication Manual*, the *CDE Style Manual*, and the *CDE Correspondence Guide*, and refer to the Terminology List when necessary, so that materials sent to LEAs use the same terminology and language as that used for the tests.

ETS will produce test administration support materials that may include:

- *DFAs*
- *CAASPP LEA and Test Site Coordinator Manual*
- *Post-Test Guide Technical Information*
- Guides for TOMS (electronic only)
- Guides for the CBT test delivery system (electronic only)
- Guides for the Online Reporting System (electronic only)
- *CAPA Examiner's Manual*

Directions for Administration

For the CSTs, CMA, and STS, ETS will produce one *DFA* for each grade. Directions for the paper-pencil versions of the Smarter Balanced Summative Assessments will be included as an appendix in the test administrator's manual. If funding is available and at the direction of the CDE, ETS will provide printed versions of the directions provided by the Consortium.

CAASPP LEA and Test Site Coordinator Manual

The *CAASPP LEA and Test Site Coordinator Manual* instructs LEAs and site coordinators in the administration of the tests. The manual contains procedures and forms that are specific to the coordinators' roles in the CAASPP Program and serves as a complete reference guide.

Post-Test Guide Technical Information

The *Post-Test Guide Technical Information for CAASPP LEA and Test Site Coordinators and Research Specialists* supplements the post-test workshops. It will be written to enhance understanding of the reports that are generated from scoring and analyzing results from the 2015 CAASPP administration and to instruct in the derivation and use of the test results.

Guides for TOMS (electronic only)

ETS will also produce documentation that shows LEA CAASPP Coordinators the procedures for using TOMS. In particular, the user guide will show the coordinators how to set up test administrations, how to order materials, how to request Pre-ID labels, and how to correct student information through CALPADS. This user guide will be available as PDF files only and can be downloaded from the CAASPP.org Web site.

Guides for the CBT Test Delivery System (electronic only)

ETS will produce the guides for the test delivery system used to deliver the Smarter Balanced Summative Assessments. It is assumed that Smarter Balanced will provide the basic content for the guides. ETS will use the files provided by Smarter Balanced and will customize the content, as appropriate, for the CAASPP administration. The guides will be available as PDF files only and can be downloaded from the CAASPP.org Web site.

Guides for the Online Reporting System (electronic only)

ETS will produce the guides for the online reporting system used to deliver results of the 2015 CAASPP administration to LEAs. The guides will be available as PDF files only and can be downloaded from the CAASPP.org Web site.

CAPA Examiner's Manual

ETS will produce a manual for the administration of the CAPA exams, the *CAPA Examiner's Manual*. One manual is used whether CAPA for grade 5, 8, or 10 science is administered.

The *CAPA Examiner's Manual* describes the CAPA, qualifications for administration, determination of CAPA levels, and instructions for examiners' scoring of the test. It also describes:

- Recording responses
- Using stimulus cards for certain test questions
- Using manipulative lists for certain test questions
- Guidelines for administration
- Adapting tasks

ETS psychometricians will produce the stimulus cards and manipulative lists needed to administer the CAPA.

7.B.8. Minimum Quantities of Paper Products

For efficiency and consistency, ETS will produce standard manuals and instructions as all-inclusive documents to support both standard test versions and special versions (large-print, braille, Spanish) when possible. The ancillary materials will have clearly delineated sections to support the unique instructions for delivering these assessments.

Table 2. Proposed Minimum Quantities of Ancillary Paper Materials

Material	To Each LEA	To Each School
DFAs	2	1 per 20 tests
CAASPP LEA and Test Site Coordinator Manuals	1	1
Post-Test Guides	1	–
CAPA Examiner's Manuals	0	By request

Directions for Administration

There will be one copy of the *DFAs* per 20 test takers. A 10 percent overage will be added to all school orders and a 5 percent overage will be added to LEA orders. An additional amount will be held in reserve to support supplemental requests. It is also anticipated that the posting of electronic versions should support any unexpected, extraordinary needs.

CAASPP LEA and Test Site Coordinator Manuals

ETS will provide two *Coordinator Manuals* per LEA and one per school, with some overage to support additional requests by administrative personnel. The electronic version posted on the Web site are print-ready and capable of supporting any unexpected, extraordinary demands.

CAPA Examiner's Manual

The *CAPA Examiner's Manual* will be produced at a much lower ratio than 20:1, reflecting the population dispersion of candidates for this assessment. Since the *CAPA Examiner's Manual* contains test questions (tasks), LEA CAASPP Coordinators will order one for each examiner. The electronic version posted on the Web site is nonsecure, meaning it does not include the tasks.

Ancillary Materials Production Specifics

All ancillary materials will be printed and converted to PDF and/or HTML files. *DFAs*, the *Coordinator Manual*, and the nonsecure version of the *CAPA Examiner's Manual* will be posted to the Web site by February 1, 2015; hardcopy versions will be shipped with testing materials. Only nonsecure materials or materials that have been edited to remove secure sections are posted. Posted materials, such as *DFAs* and the nonsecure *CAPA Examiner's Manual*, will be accessible using Web-braille.

Printing Quality Control Procedures

An ETS Printing Quality Control Specialist will be onsite through all stages of production to assure the quality of all products.

The general process requires all ETS print vendors to perform a quality check on all materials produced at all stages of print manufacturing. The quality checks are performed at the prepress, press, bindery, and packaging/shipping stages. ETS will use a required quality control checklist to assure the vendors' adherence to quality procedures.

7.C. Packaging

ETS will package test booklets, scorable documents, and *DFAs*. ETS will distribute *Coordinator Manuals* at workshops and ship the manuals to LEAs with enough copies for each school within the LEA.

All test materials—CSTs, CMA, CAPA, STS, and Smarter Balanced—for a test administration window will be shipped at one time. If the LEA ordered Pre-ID labels, the labels will also be packaged with the test materials. All materials will be packaged for each school and shipped to the LEA.

Because many LEAs have multitrack calendars that require testing in more than one test administration window, it will be necessary to make more than one shipment to some LEAs.

ETS will develop and maintain the materials list for the 2015 administration. The materials list is a requirements document that specifies anticipated page counts, order quantities, distribution quantities, and processing quantities for each item type by year. The list may be provided to the CDE upon request.

Distribution rules will be used to calculate material quantities and overages, to provide 10 percent overage for every school testing and give 5 percent overage for every LEA based on the LEA's total order for each grade.

Boxes will be packaged by assessment and grade for each test site and sent to the LEA—for example, CST materials are boxed separately by grade from the CAPA test materials. As STS and CMA test materials are required, they will be packaged separately from other assessment materials by grade. The contents of each shipment will be clearly labeled.

Box 1 of each LEA- or county-office shipment will include:

- Return freight kits for scorable and nonscorable materials
- Directions for inventorying the materials and for notifying CalTAC of any missing materials or shortages
- A set of packing lists for all school shipments within the LEA or county office
- A packing list for the LEA or county overage materials listed in the order in which they are packed
- A pallet detail report for those shipments that include two or more pallets

Box 1 of each school shipment will include:

- Return freight kits for scorable and nonscorable materials
- A packing list with materials listed in the order in which they are packed

The boxes will be labeled numerically to correspond with the packing list (Box 1 of 20, Box 2, Box 3, Box 4 . . . Box 20 of 20), so that materials for a particular assessment and grade level can be identified upon receipt at the test site.

Box Specifications

ETS will use specifications for box construction so that the boxes used for shipping test materials are extremely sturdy and durable. ETS will use double-walled, reusable boxes to both withstand the rigors of handling by the carriers during distribution to LEAs, and to protect the test materials when they are shipped back to ETS for processing.

LEAs receive many shipments of materials during the school year. Although the boxes are labeled with program information, it is critical that the LEA CAASPP Coordinator be able to locate Box 1 of each shipment as soon as possible. Box 1 contains the packing list and other important information needed to facilitate handling.

Using suggestions from LEAs, ETS packages all materials for Box 1 in a white, double-walled box. The white box will be easily recognized in the shipment as Box 1.

Special Services to LEAs

Where possible, ETS provides:

- Accommodations for special needs and space
- Pallet jack or other equipment necessary for LEAs without a dock or proper equipment
- Alternate carrier arrangements so that testing materials reach the more remote areas of the state on time

ETS will use the special comments section on the enrollment order to capture requests for proper delivery (no dock, need assistance, etc.). If there are any questions about the comments entered in the enrollment order, CalTAC will follow up with the LEA CAASPP Coordinator before test materials are shipped for that LEA.

Additional Orders

When LEAs need additional materials, requests for additional materials will be processed as long as shipments to other LEAs are not delayed. Having the additional orders fulfilled using the main packaging and distribution system will allow ETS to consistently and effectively respond to requests for additional materials.

Errors and shortages in orders will be filled and shipped to LEAs within two business days of notification.

Packaging and Distribution System

ETS will utilize a state-of-the-art Packaging and Distribution system. The ETS Packaging and Distribution system uses barcode-identified packaging components. Barcodes will identify item type, boxes, orders, pallets, and shipments.

Prepackaging Process

Once the test material specifications are finalized with the CDE, ETS will order ancillary testing materials, such as reference sheets, special versions, and nonscannable test booklets from its certified vendors. ETS will complete internal purchase orders for the scannable documents; printing will begin according to the project schedule.

All test booklets for CAASPP will have a barcode printed on the back cover of the booklet which identifies the booklet type (grade level and subject matter, if applicable). Each booklet type will be spiraled and shrink-wrapped in packages of 5s and 20s prior to moving the

materials to the packaging line. Booklet types for the low volume tests will be packaged in singles and fives.

Upon receipt of the printed materials from print vendors, ETS will perform the following steps:

1. Count materials to confirm receipt of all items ordered.
2. Enter quantities into the ETS Packaging and Distribution system.
3. Transfer materials to the production floor for packaging.

Prior to moving a project into production, the following steps will occur:

1. A project specification form will be created. The form will contain all information required for ETS Packaging and Distribution. The form will reside in the project team's central repository.
2. A packaging and distribution schedule will be built to verify that all testing material will be received in LEAs according to the project requirements.
3. For each site, a transportation file will be created which consists of requested quantities of each material type along with calculated overages.

Project-specific system tests will be conducted to verify that the system is functioning accurately. The test routines will run end to end from the order-entry stage through the final packaged product.

Customized items such as Pre-ID labels, inbound and return labels, SGID sheets, school master file sheets, and Pre-ID rosters will be created during the prepackaging process.

Security of Test Materials in the Field

Because the materials will be sent as a single shipment for each LEA test administration calendar, ETS acknowledges that there will concerns about the secure storage of the test materials. Toward that end, ETS will provide training and instructions to LEAs about test security procedures for storing and handling the paper-pencil tests and plans to conduct test security site visit audits throughout the administration. The test security site visit audits are described in Task 2.

7.D. Delivery of Test Materials

As described in Task 7.C., ETS will utilize its state-of-the-art Packaging and Distribution system to manage inventory control and maintain accuracy in the packaging and distribution of the test materials.

Using this system, ETS will provide LEAs with a set of shipping documents that includes:

1. A packing list for the LEA overage materials
2. A packing list for each school's materials
3. A pallet map that shows the identity and pallet assignment of each carton

If an LEA or school should misplace any of the documentation during inventory check-in, ETS will send replacement documentation via e-mail to prevent delays in distribution of materials.

Inventory Control Procedures

Using the ETS Packaging and Distribution system, LEA orders will be entered into a database and order information will be formatted for the packaging processes by a proprietary order-entry program. As each order is posted on a barcode-scanner screen, packaging staff will scan barcoded items and assign the materials to a unique carton.

Handling Shipments for LEAs That Have Multiple Test Administration Periods

Because some LEAs have multitrack calendars that require testing in more than one testing window, it is necessary to make more than one shipment to these LEAs. ETS will work with LEAs to deliver test materials in response to their testing dates.

Assigning Unique Identifiers to Every Test Booklet

All test booklets for the CSTs, CMA, CAPA, STS, and Smarter Balanced will have a barcode printed on the back cover which identifies the booklet type (grade level and subject matter if applicable). Each booklet type will be shrink-wrapped in packages of 5s and 20s (for the CSTs) and in packages of singles and 5s (for all other assessments) prior to moving the materials to the packaging line. Each package will have a barcode label applied to it which will be used to pack and log the number of documents of each type sent to each LEA, by test site.

As secure materials are returned from each LEA, ETS will verify that all test booklets were returned. Procedures are described below for notifying LEAs of discrepancies between the quantities of secure materials that were originally shipped and the quantity of secure materials received by ETS for processing.

Procedures and Tracking Processes

ETS will meet the CDE requirements for test materials to arrive in the LEAs 10 to 20 working days before the first testing day of each administration calendar.

7.E. Collection of Test Materials

Procedures for Picking Up All Scorable and Nonscorable Secure Materials from LEAs

In order to expedite the return process, ETS will assign each LEA a carrier to contact for pickup when materials are ready for return shipment. Because the ETS Program Management Team knows each LEA's carrier assignment, ETS has access to each LEA's return-shipment tracking numbers. The tracking number allows the monitoring of return-shipment activity. ETS will maintain contact with the carriers to address emergencies or other situations, such as bad weather or LEA-specific needs.

Scorable and nonscorable materials must be returned within five working days after the last day for each test administration period. ETS will closely monitor the return of materials and will notify CalTAC of any LEAs that have not returned their materials. CalTAC will contact the LEA CAASPP Coordinators and work with them to facilitate the return of the test materials. ETS will collaborate with the County Offices of Education to work onsite with LEAs to return materials in a timely manner.

In the packaging process, ETS will include freight return kits for scorable and nonscorable materials for use by the LEA CAASPP and test site coordinators. The freight return kits will contain color-coded labels identifying scorable and nonscorable materials. The label will also contain bar-coded information identifying the school and LEA. When test site coordinators pack their materials for return to the LEA, they are required to apply the appropriate labels and number the cartons (such as 1 of 2, 2 of 2). Upon receipt of the materials at the LEA, the LEA CAASPP Coordinator is required to complete the "total shipment from this LEA" information on the label.

The use of the color-coded labels streamlines the return process at ETS. All scorable and nonscorable materials will be delivered to ETS's scanning and scoring facilities in Ewing, NJ.

Processing of Returned Materials

Upon receipt of the test materials, ETS will utilize a precise inventory and test processing system in conjunction with quality assurance procedures to maintain an up-to-date accounting of all the testing materials within ETS facilities.

As ETS receives test materials, personnel remove the materials from the shipping cartons and carefully examine each shipment for a number of conditions, including physical damage, shipping errors, and omissions.

As ETS batches materials for scanning, personnel also conduct a visual inspection to compare the number of students recorded on the SGID sheet to the number of answer documents in the stack.

ETS's image scanning process provides the ability to capture security information electronically and to perform the following tasks:

- Compare scorable material quantities reported on header sheets to actual documents scored.
- Follow up on any missing shipments or quantities appearing to be less than expected with a phone call by the ETS Program Management Team to the school LEA. CalTAC staff will contact the LEA for further resolution.

All secure materials will be checked into the ETS Ewing facility by scanning the barcode label on each of the returned cartons. The materials in each box will be counted and returned to the original box for storage. The quantity of test booklets received by ETS, including the scanned counts of STS grades 2 and 3 scorable documents, will be compared to the quantity that was assigned and sent to each LEA and school.

Notifying LEAs of Discrepancies Between the Quantities of Secure Materials

ETS will send reports detailing secure materials received back from the LEAs or schools to CalTAC. Follow-up with the LEAs is done by CalTAC.

ETS will provide the CDE with an electronic file showing the final resolutions of discrepancies no later than September 20 of each year. The format of the file will be similar to the file format used in the 2014 administration.

Procedures for the Secure Destruction of Secure Materials

After secure materials (including test booklets and examiner's manuals) are processed, they will be returned to their original boxes for storage, and palletized and placed in ETS's secure warehouse facilities in Ewing, NJ. Once all resolution is complete, ETS will request approval from the CDE to securely destroy the materials. ETS understands the importance of security, including during the secure destruction process.

Task 8: Test Processing, Scoring, and Analysis

Upon completion of each LEA test administration, whether CBT or PPT, ETS will process, score, and analyze the results to ensure that each assessment is valid and reliable and that test results are accurate.

8.A. Processing of Tests Materials

8.A.1. Executing Quality Control Procedures

Before any test documents are scanned, ETS will conduct a complete check of the scanning system. The ETS IT Development Team will create a test deck for every test and form. Each test deck will consist of 25 answer documents gridded to cover response ranges, demographic data, blanks, double grids, and other responses. Mock students will be created to verify that each gridding possibility is processed correctly by the scanning program. The output file created will be thoroughly checked against each answer document after each stage to verify that the scanner is capturing marks correctly. When the program output is confirmed to match the expected results, a formal sign-off process will take place. A scan program release form will be signed and then the scan program will be placed in the production environment under configuration management.

Quality Control of Image Editing

Prior to submitting any operational documents through the image editing process, ETS will create a mock set of documents that will test all of the errors listed in the edit specifications. The set of test documents is used to verify that each image of the document is saved so that an editor will be able to review the documents though an interactive interface. The edits will be confirmed to show the appropriate error, the correct image to edit the item, and the appropriate problem and resolution text that will instruct the editor on the actions that should be taken.

Once the set of mock test documents is created, ETS will complete the following procedures:

- Scan the set of test documents,
- Verify that the images from the documents are saved correctly,
- Verify the appropriate problem and resolution text displays for each type of error.
- Submit the post-edit program using the image edit system.
- If the post-edit identifies errors that still require correcting, make changes and resubmit the post-edit program.
- Print a listing of the post-edit file, the correction card file, and the original scan file.
- Check correction cards against the post file for corrections made. The post file will have all keyed corrections and any defaults from the edit specifications.

In addition to the quality control checks carried out in the scanning and image editing steps, the following manual quality checks will be conducted to verify the answer documents are correctly attributed to the students, schools, LEAs, and subgroups:

- Building counts are compared to the LEA Master File Sheets
- Document counts are compared to the School Master File Sheets
- Document counts are compared to the SGIDs
- All LEAs/buildings are compared to the hierarchy file provided by CDE

If any discrepancies are identified in the steps outlined above, ETS Test Taker Services (TTS) staff will follow up with the LEAs for resolution.

All production software programs associated with the ETS scanning and scoring system are subject to the following quality assurance processes prior to production deployment:

- CDE-approved requirements and specifications
- Software configuration management strictures so that the developed software is the same as the software that is tested and ultimately deployed
- Software testing by a development group and then by a separate testing group, including regression and performance testing
- Defect tracking so that defects can be resolved efficiently
- Operational Readiness Reviews, where ETS Scoring, Reporting, and Technology stakeholders assess deployment readiness of software releases prior to deployment approval

Prior to processing operational answer sheets and executing subsequent data processing programs, ETS will conduct an end-to-end test. ETS will prepare approximately 700 test cases covering all tests and many scenarios designed to exercise particular business rule logic. ETS will grid answer sheets for those 700 test cases. They are then scanned, scored, and aggregated. The results at various inspection points will be checked by Research and Data Quality Services staff. Additionally, a post-scan test file of approximately 50,000 records will be scored and aggregated to test a broader range of scoring and aggregation scenarios. These procedures assure that students and LEAs get the correct scores.

8.A.2. Handling Answer Documents

All secure materials will be checked into the ETS Ewing facility by scanning the barcode label on each of the returned cartons. The materials in each box will be counted by scanning the barcode that identifies the material type on each of the documents. After the contents of the box are scanned, they will be returned to the original box for storage. The quantity of test booklets, including the scanned counts of STS grades 2 and 3 scorable documents received at ETS, will be compared to the quantity that was assigned and sent to each LEA and school. ETS sends reports to the CDE detailing materials received back from the LEAs/schools to CalTAC. Follow-up with the LEAs is handled by CalTAC. ETS will provide the CDE with an electronic file showing the final resolutions of discrepancies no later than September 20, 2015.

8.A.3. Test Processing

ETS Program Managers will be responsible for monitoring all test processing activities and working with the ETS Operations Manager to verify that all tasks are completed on time and according to requirements. Both will rely heavily on other personnel to complete test processing successfully.

LEA CAASPP Coordinators will return all scorable and nonscorable materials to the Scoring and Processing Center no more than five working days after the completion of testing for each administration. All test materials will be returned via ground delivery to ETS.

Once the scorable materials have been scanned, edited, and scored, and have cleared the clean-post process, the results will be submitted to ETS to post on the secure FTP site used for the contract. ETS will provide a detailed timeline for test processing.

Editing All Answer Documents

As part of the edit process, name, grade, birth date, and gender will be edited by ETS TTS Resolutions staff when multiple grids for a field have been marked, or the data are invalid (e.g., date of birth is out of range). In these cases, the editor is presented with the image clip of the data in question and makes a determination if the student truly did make multiple marks or perhaps hand-coded the name or date correctly but gridded the incorrect corresponding circles. CalTAC will contact the LEA CAASPP Coordinator if additional input is needed to resolve the issues.

8.A.4. Capturing and Storing the Answer Documents Electronically

After the answer documents have been scanned, edited, scored, and cleared the clean-post process, they will be palletized and placed in the secure storage facilities at ETS. The materials will be stored until October 31, 2015, at which time ETS will request permission to securely destroy the materials. After receiving CDE approval, the materials will be destroyed in a secure manner.

Due to the volume and size of the answer documents processed, it is more cost-effective to store the paper documents for the life of the contract than it is to image nearly two million answer documents for the 2015 administration. ETS will store answer documents in original paper form.

8.B. Scoring of the CSTs, CMA, CAPA, and STS

8.B.1. Developing and Producing Scoring Protocols and Programs for All Items and Other Scoring Materials

ETS will write scoring procedures and specifications that will help assure an error-free method of processing and scoring test materials. These include:

- General Reporting Specifications—Defines various terms (for example, number of students enrolled, number of students tested, number of students with valid scores) and documents how to differentiate answer documents when no test items are marked
- Score Key and Score Conversions—Describes the process of scoring and converting scores
- Aggregation Rules—Describes how and when a school's results aggregate to the LEA level and then to the state level
- What If . . .—Describes unusual and/or irregular situations and conditions discovered upon receipt of used testing materials and provides the action(s) to be taken
- Edits—Describes edits, defaults, and solutions to errors encountered during the data capture stage
- Reporting Cluster Names and Item Numbers—Describes the names of the reporting clusters for each section of the test and which items make up that cluster

To program the scoring system, any new or changed procedures and specifications will be reviewed by the CDE; when both parties are satisfied that they are correct, the CDE will issue formal approvals. Where there is no change to specification or procedure, ETS will use and provide certification for the previously approved procedures and specifications.

8.B.2. Providing All Scoring Specifications

The previous year's scoring specifications will be used as a baseline for next year's scoring specifications. To ascertain changes made to these specifications, ETS will review all pertinent documentation, including changes to the answer documents. Meetings will be held with CDE

staff as needed to discuss the revised specifications. During these interactions, a working, updated template of the specifications will submitted electronically to the CDE. When both parties are in agreement to the finality of the specification, the CDE will issue a formal approval of the scoring specifications.

Scoring keys will be verified at two locations: ETS Software Development will verify its scoring internally and ETS Data Quality Services will independently verify its scoring of the data and then will compare the two results. Any discrepancies will then be resolved.

The entire scoring system will initially be tested using a test deck that systematically varies expected cases and cases that occur rarely in real data. Following this, classical item analyses will be run on an early sample of data to further verify the scoring of actual data to provide an additional check of the keys.

When sufficiently large numbers of students are scored, longitudinal data from complete LEAs will be analyzed for reasonableness of results for all tests. This analysis is repeated with the "P1" file (100 percent of the data) to look at state trends and trends for the largest LEAs. These results will be provided to the CDE and jointly discussed. Any anomalies in the data will be investigated further and again jointly discussed days later. When satisfactory explanations for the results are obtained and both the CDE and ETS are comfortable with the results, the scores will be released.

8.B.3. Excluding Student Scores from Summary Reports

ETS will provide specifications to the CDE that document when to exclude student scores from summary reports. These specifications will include the logic for handling answer documents that, for example, indicate the student tested but marked no answers, was absent, was not tested due to parent/guardian request, or did not complete the test due to illness. The CDE will review the specifications and, when both parties are satisfied that the specifications are accurate, the CDE will issue formal approvals. ETS will then use these approved specifications to program the reporting system.

8.B.4. Conducting Analyses and Studies to Ensure the Reliability of CAPA Scoring

CAPA tasks are scored using a 4-point (Levels II–V) holistic rubric approved by the CDE and is designed to include specific behavioral descriptors for each score point to minimize subjectivity in the rating process and facilitate score comparability and reliability. Student performance on each task is scored by one primary examiner, usually the child's teacher, or by another licensed or certificated staff member who is familiar to the student and who has completed the CAPA training. To establish scoring reliability, approximately 10 percent of students receive a second independent rating by a trained observer who is also a licensed or certificated staff member.

To assure the reliability of CAPA scoring, student scores will be subjected to several types of reliability analyses:

- Internal consistency reliability
- Standard error of measurement
- Interrater reliability

The CAPA scores will also be analyzed exploring the methodology used for estimating the reliability of performance level classification decisions described in Livingston and Lewis[1], and implemented using the ETS-proprietary computer program RELCLASS-COMP (Version 4.14).

8.C. Scoring of the Smarter Balanced Summative Assessments (PPT and CBT)

8.C.1. Scoring the Machine-Scored Selected Response Items and Artificial Intelligence (AI) Scoring

For the paper-pencil versions of the Smarter Balanced Summative Assessment, ETS will use the score keys and item-parameter files provided by the Consortium. ETS anticipates that Smarter Balanced will post-equate the PPTs and assumes that the item parameter files may not be available until the end of the 2015 administration. The scoring of the PPT Smarter Balanced assessments will be completed after the item parameter files are available. ETS will work with the CDE to develop a plan by which preliminary test result information may be provided to LEAs within the required eight-week reporting window.

For the computer-based versions, ETS assumes that Smarter Balanced will provide an open-source engine to machine-score the items, including many of the graphic and equation items. Scoring will occur during the CBT administration by the test delivery system. AIR will deliver the student responses and scores file to ETS for additional scoring and analyses. For example, ETS may review responses to the nonselected response items in order to determine if additional acceptable responses will be added to the AI scoring engine.

8.C.2. Handscoring the Constructed-Response Items

The Smarter Balanced Summative Assessments will include a constructed-response (CR) item whose responses must be hand scored by human raters. ETS estimates that approximately 30,218,000 hand scores must be completed for the 2015 administration. The estimated number of CR items to score and samples needed are included in Table 3 and Table 4 at the end of this Task.

ETS and its subcontractor, Measurement Inc. (MI), will jointly complete the hand scoring of the CR items. ETS will use distributed scoring via its Online Network for Evaluation (ONE) for ETS raters. MI will score using site-based and distributive raters.

To support professional development opportunities for California teachers, ETS and MI will recruit California in-state educators to participate in the hand-scoring activities. The planned hand-scoring assignments by grade and content area and organization are listed in Table 2 below.

Table 2. Planned Hand-scoring Assignments

	ELA	Math
Grade 3	ETS	MI
Grade 4	ETS	MI
Grade 5	ETS	MI
Grade 6	MI	ETS
Grade 7	MI	ETS
Grade 8	MI	ETS
Grade 11	ETS	ETS

[1] Livingston, S. A., & Lewis, C. (1995). Estimating the consistency and accuracy of classification based on test scores. *Journal of Educational Measurement*, *32,* 179–97.

ETS and MI assume that Smarter Balanced will provide all rubrics, annotations and samples to be used for benchmarks, certification, calibration, and validity checks for Summative Assessments. The Scoring Methodology and Procedures received from Smarter Balanced will detail the CR scoring process that all member states should follow for hand scoring. If the CDE requires changes to the Smarter Balanced processes, ETS will review the requirements with CDE and discuss changes to scope and available funding.

ETS and MI assume that there will not be a need to select any additional samples for the handscoring or alter any samples received for scoring. ETS and MI also assume that rangefinding activities will not be needed.

The Hand-scoring Systems

Using the ETS ONE and MI scoring systems, student responses—whether entered into the test delivery system by the student or scanned from original test booklets and converted into an electronic format—are seamlessly distributed to the computer workstations of qualified, trained scorers.

Each organization's scoring system automatically routes responses requiring second scores or resolution reads to qualified personnel. All scores assigned to student responses are automatically captured and available for review.

Each organization's scoring system integrates multiple processes (routing work, scoring responses, monitoring quality, and tracking progress and workflow) into a single, efficient, user-friendly system.

Rater Training

ETS and MI assume that Smarter Balanced will provide the training process and materials for raters. ETS and MI scoring directors and leaders will be fully versed in the Smarter Balanced hand-scoring process and requirements. Both organizations will conduct scoring training per item type, and rater trainees will take at least one practice set and two qualifying sets per type. Trainees must pass the qualifying test to be certified for participation in scoring.

Quality Assurance and Maintaining Reliability

ETS and MI have developed and documented a standard system for addressing the complexities inherent in monitoring and maintaining quality throughout large-scale hand-scoring projects. ETS will ensure that both organizations maintain a quality assurance system that will consist of these components:

- 10 percent of AI scored CR items scoring by a human rater (agreement samples)
- 10 percent double reads of all CR items, 9 percent validity sample (monitor) scoring for all CR items, 3 percent adjudication rate
- 10 percent human (back) ratings for all AI-scored items used for agreement sample analysis
- Smarter Balanced ELA PT CRs that require multiple (trait) scores (i.e., multi-dimensional scoring) applied by human raters (no AI scoring)

ETS and MI will utilize a blind validity system as well as calibration papers to provide comparability of scores for all students tested in each grade. The configurable blind validity system captures, calculates, and reports validity data. The validity feature is used to provide an objective and systematic check of scorer accuracy. In addition to the validity mechanism, calibration papers will be used to proactively promote accuracy. The calibration sets will

provide supervision and guidance on how to deal with prompt-specific issues, score boundaries, or types of responses that are particularly challenging to score consistently.

ETS will provide statistical quality reports to the CDE for hand-scoring activities. Metrics will include the following:

- interrater reliability
- validity checkset results
- adjudication results
- item-level and reader-level reports on item score point frequencies
- item level reports showing mean scores.

Hand-scoring statistics for California will be kept separate from other Smarter Balanced hand scoring being conducted by either organization for other states.

Timeline for Hand-scoring Activities

Hand scoring of all CR items within an LEA's test administration calendar will be scored in sufficient time that will meet the state's eight-week reporting requirement.

Responses to "Crisis Papers"

Based on CDE procedures, ETS and MI raters will receive initial instruction regarding alerts during training. The scoring systems provide a method for alerting responses that may require local intervention, even if raters are unsure whether intervention is required. Neither ETS nor MI raters nor scoring staff makes that determination; rather, any response in question will be forwarded to the ETS Director of Operations for appropriate handling.

8.C.3. Producing Scores for the Smarter Balanced Summative Assessments

ETS will merge the CR scores with machine-scorable items for a total score to be reported. ETS will use conversion tables and performance levels provided by Smarter Balanced to produce the total scores.

8.D. Analysis of Test Results for All CAASPP Assessments

8.D.1. Conducting Item Analyses

Item Analyses for the CSTs, CMA, CAPA, and STS

To verify the reliability and validity of student scores, the following analyses will be conducted:

- Verification that tests were built with item-total correlations that are sufficiently high to produce reliable scores at the student level, given the length of the test;
- Computation of internal consistency reliability coefficients for major subpopulations to make sure that the tests are functioning similarly in each group;
- Computation of classification consistency coefficients at all cut points;
- Longitudinal comparisons of data in the aggregate, made at both early (just after equating) and late (at P1) points in the process, to verify the reasonableness of the scores for comparable groups; and
- Verification that the content of the constructed test forms meets blueprint specifications.

ETS also will also implement pre-equating procedures to assure comparability of scores. Intact test forms in different years of previous administrations of the CSTs, CMA, CAPA, and STS

will be reused for the 2014 administration. To assure the comparability of the assessments from year to year, pre-equating based on item response theory (IRT) is used to link the operational forms back to the base year. Item IRT parameters were calibrated and placed on reference form scale in previous administrations.

If intact test forms are reused, raw-score-to-scale-score conversion tables from the previous administration of test forms will be applied to the reused forms. In the cases where a few items are replaced due to reasons such as a social media security breach, scoring tables are developed through true-score equating using item parameters that have already been placed on scale in previous administrations.

Item Analysis for the Smarter Balanced Summative Assessments

The Smarter Balanced Summative Assessments will utilize a computer adaptive test (CAT) approach to measure students' overall proficiency in ELA and mathematics. The CAT implemented by Smarter Balanced relies on IRT methods where the item parameter estimates are based on students' participating in the spring 2014 field test.

In the process of transitioning a testing program from field testing to operational administration, several risks might impact the overall performance and stability of items within the item pool. These include:

- Lack of test-taker motivation during the field test stage
- Implementation of the Common Core State Standards (CCSS) after the field testing stage
- Changes to the test blueprints
- Nonstandardized testing conditions
- Changes to the positions in which the items were introduced to test takers
- Changes in the test-taker population (e.g., states joining or exiting the Smarter Balanced Consortium)
- Technical and logistical challenges occurring during the field test stage which impacted the data collection effort

Therefore, given these potential issues and the high stakes associated with this assessment program, ETS plans to conduct an initial item screening aimed at identifying problematic items prior to issuing a final score report during the first year, at a minimum. If problematic items were to be discovered during this step, the ETS assessment development staff would review them and provide a recommendation on whether they should be removed from scoring. These recommendations will be communicated to both the CDE and the Smarter Balanced Assessment Consortium, and a determination would be made regarding whether the recommended items should be removed from scoring.

Prior to the first test administration window, the ETS Psychometrics Manager will present options to the CDE for conducting preliminary item analyses of the Smarter Balanced Summative Assessments.

8.D.2. Conducting Summary Analyses

ETS will provide the CDE with summary analyses at the end of the test administration. The purpose of the summary analyses is to provide the CDE with a preliminary summary of the statewide test results. Typical summary analyses include percent at proficient or above, mean scale scores, and comparisons to selected LEAs. By May 2015, ETS will work with the CDE to agree upon the summary analyses that will be provided.

8.D.3. Replicating Analyses

The CDE may need to replicate the scoring and analyses conducted by ETS and its subcontractors. For example, the CDE may need item parameters, scoring procedures, item responses, and so on. ETS will work with the CDE to determine what information will be delivered to the CDE on the steps, procedures, and software that can be used to replicate procedures.

8.D.4. Providing Additional Analyses

During the test administration and scoring processes, the CDE and ETS may determine that additional analyses should be conducted to confirm the validity and reliability of the test results. As issues arise, ETS anticipates working with the CDE to determine what analyses may be necessary and potential costs, if any. If the CDE approves the additional analysis activities and any necessary funding for the work, ETS will incorporate the activities into the scope and timeline.

Table 3. Test design and n-counts for Smarter Balanced Summative Assessments administered as computer-based tests

Program	Assessment	Content Area	Grade	Item Type	Number of OP CR Items per Student	Total human scoring needed (columns R through U)
ELA–Non-PT						
SBAC	CAT	ELA—Reading	3	CR	2	774,000
SBAC	CAT	ELA—Writing	3	CR	1	387,000
SBAC	CAT	ELA—Reading	4	CR	2	771,000
SBAC	CAT	ELA—Writing	4	CR	1	386,000
SBAC	CAT	ELA—Reading	5	CR	2	762,000
SBAC	CAT	ELA—Writing	5	CR	1	381,000
SBAC	CAT	ELA—Reading	6	CR	2	763,000
SBAC	CAT	ELA—Writing	6	CR	1	382,000
SBAC	CAT	ELA—Reading	7	CR	2	774,000
SBAC	CAT	ELA—Writing	7	CR	1	387,000
SBAC	CAT	ELA—Reading	8	CR	2	766,000
SBAC	CAT	ELA—Writing	8	CR	1	383,000
SBAC	CAT	ELA—Reading	11	CR	2	771,000
SBAC	CAT	ELA—Writing	11	CR	1	386,000
Mathematics—Non-PT						
SBAC	CAT	Mathematics	6	CR	1	295,000
SBAC	CAT	Mathematics	7	CR	1	299,000
SBAC	CAT	Mathematics	8	CR	1	296,000
SBAC	CAT	Mathematics	11	CR	1	298,000
ELA—PT Essays						
SBAC	PT	ELA—Writing	3	Essay	1	509,000
SBAC	PT	ELA—Writing	4	Essay	1	506,000
SBAC	PT	ELA—Writing	5	Essay	1	500,000
SBAC	PT	ELA—Writing	6	Essay	1	501,000
SBAC	PT	ELA—Writing	7	Essay	1	508,000
SBAC	PT	ELA—Writing	8	Essay	1	503,000
SBAC	PT	ELA—Writing	11	Essay	1	506,000
ELA—PT Short CRs						
SBAC	PT	ELA—Research	3	CR	2	714,000
SBAC	PT	ELA—Research	4	CR	2	710,000
SBAC	PT	ELA—Research	5	CR	2	702,000
SBAC	PT	ELA—Research	6	CR	2	703,000
SBAC	PT	ELA—Research	7	CR	2	713,000
SBAC	PT	ELA—Research	8	CR	2	707,000
SBAC	PT	ELA—Research	11	CR	2	711,000
Mathematics—PT						
SBAC	PT	Mathematics	3	CR	4	1,194,000
SBAC	PT	Mathematics	4	CR	4	1,188,000
SBAC	PT	Mathematics	5	CR	4	1,175,000
SBAC	PT	Mathematics	6	CR	4	1,177,000

Program	Assessment	Content Area	Grade	Item Type	Number of OP CR Items per Student	Total human scoring needed (columns R through U)
SBAC	PT	Mathematics	7	CR	4	1,193,000
SBAC	PT	Mathematics	8	CR	4	1,182,000
SBAC	PT	Mathematics	11	CR	4	1,189,000
						26,052,000

Table 4. Test design and n-counts for Smarter Balanced Summative Assessments administered as paper-pencil tests

Program	Assessment	Content Area	Grade	Item Type	Number of OP CR Items per Student	Total Number of Items to Human Score
ELA—Non-PT						
SBAC	CAT	ELA—Reading	3	CR	2	113,000
SBAC	CAT	ELA—Writing	3	CR	1	57,000
SBAC	CAT	ELA—Reading	4	CR	2	113,000
SBAC	CAT	ELA—Writing	4	CR	1	57,000
SBAC	CAT	ELA—Reading	5	CR	2	112,000
SBAC	CAT	ELA—Writing	5	CR	1	56,000
SBAC	CAT	ELA—Reading	6	CR	2	112,000
SBAC	CAT	ELA—Writing	6	CR	1	56,000
SBAC	CAT	ELA—Reading	7	CR	2	113,000
SBAC	CAT	ELA—Writing	7	CR	1	57,000
SBAC	CAT	ELA—Reading	8	CR	2	112,000
SBAC	CAT	ELA—Writing	8	CR	1	56,000
SBAC	CAT	ELA—Reading	11	CR	2	113,000
SBAC	CAT	ELA—Writing	11	CR	1	57,000
Mathematics—Non-PT						
SBAC	CAT	Mathematics	6	CR	1	56,000
SBAC	CAT	Mathematics	7	CR	1	57,000
SBAC	CAT	Mathematics	8	CR	1	56,000
SBAC	CAT	Mathematics	11	CR	1	57,000
ELA—PT Essays						
SBAC	PT	ELA—Writing	3	Essay	1	57,000
SBAC	PT	ELA—Writing	4	Essay	1	57,000
SBAC	PT	ELA—Writing	5	Essay	1	56,000
SBAC	PT	ELA—Writing	6	Essay	1	56,000
SBAC	PT	ELA—Writing	7	Essay	1	57,000
SBAC	PT	ELA—Writing	8	Essay	1	56,000
SBAC	PT	ELA—Writing	11	Essay	1	57,000
ELA—PT Short CRs						
SBAC	PT	ELA—Research	3	CR	2	113,000
SBAC	PT	ELA—Research	4	CR	2	113,000
SBAC	PT	ELA—Research	5	CR	2	112,000
SBAC	PT	ELA—Research	6	CR	2	112,000
SBAC	PT	ELA—Research	7	CR	2	113,000
SBAC	PT	ELA—Research	8	CR	2	112,000
SBAC	PT	ELA—Research	11	CR	2	113,000
Mathematics—PT						
SBAC	PT	Mathematics	3	CR	4	226,000

Program	Assessment	Content Area	Grade	Item Type	Number of OP CR Items per Student	Total Number of Items to Human Score
SBAC	PT	Mathematics	4	CR	4	225,000
SBAC	PT	Mathematics	5	CR	4	223,000
SBAC	PT	Mathematics	6	CR	4	223,000
SBAC	PT	Mathematics	7	CR	4	226,000
SBAC	PT	Mathematics	8	CR	4	224,000
SBAC	PT	Mathematics	11	CR	4	225,000
						4,166,000

Task 9: Report Test Results to LEAs

The CDE and LEAs expect to have access to the 2015 test results in a timely manner to help inform instruction. As a cost savings measure to the state for this one-year extension, ETS and CA&L will utilize a proprietary online reporting system that will provide test results at the grade, school, county, and state levels. In addition, the online reporting system will provide LEAs with secure access to their student results. And finally, ETS will print and deliver individual student reports (ISRs) to LEAs to send to parents and guardians.

9.A. Timeline for Reporting Results to LEAs

Legislation requires that LEAs receive student assessment results within eight weeks after receipt of materials by the scoring contractor. In order to ensure that the both the responses from computer-based and paper-pencil assessments are complete and ready for scoring, ETS will complete the following quality control processes before results are released to LEAs:

- Confirm the completeness of student data submitted and resolve any issues with the LEA (Task 8.A.); and
- Conduct early post-administration quality-control procedures to verify the accurate application of keys and conversion tables to a subset of live student data (Task 8.D.).

ETS will review the completeness of student data throughout the 2015 administration. When data are incomplete and/or there is an impediment to successful processing, ETS will contact the LEA for resolution. The timeliness of resolutions will be determined, in part, by LEAs' responsiveness to ETS requests. ETS expects that the early post-administration quality-control procedures will be completed when ETS receives sufficient numbers of test-taker volumes for the Psychometric and Data Analysis teams to begin their calculations. Certification of a particular test by the ETS Psychometrics Manager indicates completion of this process for that test.

ETS anticipates that first set of test results will be released to LEAs in April 2015, after both quality control processes have been met and depending on test-taker volumes received. After the first releases, ETS expects that the scoring and delivery of student results to an LEA will be within the required eight-week reporting window provided that the LEA responds in a timely manner to any resolution requests from ETS.

Results will be delivered to LEAs by test administration calendar. An LEA with more than one test administration calendar will receive multiple report deliveries. ETS will continue delivery of test results through the last test administration, which is expected to be completed in August 2015.Table 1 below summarizes the estimated reporting timeline to LEAs.

Table 5. Estimated Reporting Timeline to LEAs

Activity	Timeline
First testing window start date	Late January 2015
Anticipated timeframe by which there will be sufficient volumes to certify the tests	March 2015
Estimated first release of test results to early-testing LEAs	April 2015
Estimated release to subsequent LEAs (the majority of LEAs will fall in this category)	Within 8 week after clean receipt of student information (full resolution)
Last testing window end date	Mid-August 2015
Last reporting delivery to LEAs	September 2015

9.B. Report Specifications and Quality Control

ETS will create detailed report specifications and test plans based on the agreed-upon customer requirements. As a cost savings measure, the online reporting system is a proprietary reporting system that includes a set number of reports. The reports may be customized, within certain parameters, to meet reporting requirements and preferences by the CDE. Changes to the available reports must be discussed and approved by the CDE no later than by December 31, 2014, in order to meet the proposed timeline for reporting.

The report test plan consists of test cases representing varying combinations of LEAs, schools, and grades. Each of the test cases is structured to produce a specific circumstance that will be validated on the reports. Test cases are reviewed and augmented for each test administration to verify that software system conditions are accurate.

For report quality control, four general areas are evaluated, including:

- Comparing report formats to input sources from the CDE-approved samples
- Validating and verifying the report data by querying the appropriate student data
- Evaluating the production print execution performance by comparing the number of report copies, sequence of report order, and offset characteristics to the CDE's requirements
- Proofreading reports at ETS prior to any LEA mailings, and then sending the reports to the CDE for review

All reports will include a single, accurate CDS code, a charter school number if applicable, an LEA name, and a school name. All elements will conform to the CDE's official CDS code and name records. From the start of processing through scoring and reporting, CALPADS data provided by the CDE will be used to verify and confirm accurate codes and names.

Prior to the release of the first test results, ETS and its subcontractors will conduct a Pilot Report Review with the CDE. The purpose of the Pilot Report Review is to review a complete set of reports that an LEA may receive. The CDE and ETS will review and sign off on the report package within five to seven business days.

9.C. LEA Access to the Online Reporting System

ETS and its subcontractors will provide LEAs access to the online reporting system using the single sign-on solution described in Task 4. Access to test results will vary based on the user's assigned access. For example, an LEA CAASPP Coordinator will have access to the full range of test results for his or her LEA while the school coordinator will have access to test results for his or her school only.

9.D. Aggregate Reports and Student Rosters

LEAs will have access to aggregate reports and student rosters in electronic format only through the online reporting system, which will allow the user to print reports on demand locally and to download data locally.

The aggregate reports will include standard statistics (mean scores, score ranges for proficiency levels, percent and numbers tested, percent and numbers enrolled, etc.) where available.

By default, the student rosters will be available by grade and school. The online reporting system will allow users to develop a custom roster. For example, a school may produce a roster of students in a particular instructional program.

9.E. Individual Student Reports

9.E.1. Plan for Paper and Digital Student Reports to LEAs

ETS and its subcontractors will provide ISRs in two different formats to the LEAs—as a paper report and as a PDF.

ETS has assumed that the ISR will include results for all tests taken by the student. For example, the Grade 3 ISR would include only Smarter Balanced ELA and mathematics results, while the grade 5 ISR would include Smarter Balanced ELA, Smarter Balanced mathematics, and CST or CMA science. Separate ISRs will be provided for students that took either the CAPA or STS.

For students taking the CBT version of the Smarter Balanced Summative Assessments, the CSTs, CMA, CAPA, or STS, test results provided on the ISR will include scale scores, performance levels, and, where available, performance by claim or reporting cluster. For students taking the PPT version of the Smarter Balanced Summative Assessment, it is anticipated that the item parameters will not available until summer 2015, so only limited results will be reported on the ISRs that are produced during the eight-week timeframe. When the scale scores and conversion tables for the paper-pencil Summative Assessments are available, updated ISRs will be provided to LEAs electronically through the online reporting system.

For ease of handling by the LEAs, the ISR be printed on a single sheet of 8.5 inch x 11 inch paper. The student address will be on the left side of the report to accommodate the use of left-windowed envelopes by LEAs. A POSTNET barcode will appear above the student address; the barcode will allow LEAs to qualify for postage lower rates and take advantage of faster, more efficient mail processing.

ETS will provide two color copies of each student's ISR to the student's LEA. One copy will be packaged for the LEA and the second copy will be packaged for the school at which the student was tested. Color schemes will be chosen so that the LEA report can be easily photocopied as a black-and-white copy.

Additional information on the test results may be available on the online reporting system. ETS will propose ISR formats and additional online information for the CDE's consideration and approval.

9.E.2. Printing, Packaging, and Distributing Paper ISRs

Printing

When ETS prints paper ISRs, ETS will:

- Print each page as original, thus producing easy-to-read reports that do not smudge; and
- Utilize a sophisticated report collation process combined with high-speed laser printing technologies to print all report types in continuous print streams.

Packaging

Each shipment of reports for schools, LEAs, and counties will include a specific letter enclosed with the package describing what they are receiving in their shipment. All reports will be

assembled by grade, school, and LEA. School sets of reports will be assembled and shipped to the LEA for distribution to schools.

The following packaging processes will be employed to provide LEAs with clearly organized shipments:

1. All reports will be assembled and placed in report folders. One color of folder will be used for LEA reports; another color will be used for school reports. The ISRs will be grouped in accordance with the information provided on the packing list and placed in folders.
2. Reports will be boxed and labeled by school, with the boxes for all schools within each LEA shipped to the LEA CAASPP Coordinator for distribution. The LEA reports will be boxed separately.
3. Enclosed in each shipment of reports will be a specific letter describing what the LEA is receiving in the shipment.
4. A pallet map will be included with each report shipment for LEAs that receive more than one pallet of reports.
5. Prior to shipment, quality control specialists will perform a final quality check of reports and check for complete units of work, correct assembly, and the correct use of mailing labels.

Delivery

ETS and its subcontractors will work with the CDE to design reports and reporting systems that provide accurate results to all stakeholders in a timely manner.

ETS will distribute all paper reports so that LEAs receive them according to the approved timeline. For those LEAs that test grade levels in multiple testing windows/ administrations, they will receive ISRs as processing and scoring is completed for each test administration.

Box 1 of each LEA shipment, which contains the letter explaining what is included in the shipment, will be white, so it will be easy for the LEA CAASPP Coordinator to distinguish this box from other boxes in the shipment.

Trained shipping personnel will determine the most reliable and rapid means of delivering each shipment of reports. Each LEA's reports will be entered in the shipping manifest system as they are shipped. ETS's barcode technology, combined with distribution partners' (UPS, for example) tracking systems, will allow ETS to provide instant updates about the location and status of report packages should any problems arise. Upon receipt of reports at the LEA, LEA personnel signatures will be required to provide for secure delivery.

ETS will track where a LEA is at a given point in the reporting process and will provide the following status information to the CDE during the weekly management meetings:

- Reports printed
- Reports shipped
- LEA complete

9.E.3. Electronic Student Data Files

LEAs will have access to the student data through the online reporting system. The data will be in a format that is downloadable so LEAs may transfer the data to their local student information system.

9.E.4. Interpretation Guides

ETS will provide interpretation guides in English for the ISRs—one for the Smarter Balanced/CST/CMA ISR, one for the CAPA ISR, and one for the STS ISR. In addition, ETS will produce a Spanish-language version of the STS interpretation guide.

The language will be as simple and straightforward as possible. The guides will be one page, two-sided. They will begin with a statement of purpose with caveats and end with a short glossary.

These parts of the report will be directly translated:

- Superintendent's letter
- How to use
- Lists of resources

In addition, these parts of the report will be explicated:

- Student identification
- Scores and performance levels
- Content areas
- Information on standards
- Resources

After the CDE has approved the wording of the interpretation guides, they will be formatted in print-friendly PDF files and posted on CASSPP.org and within the online reporting system.

Translations of the interpretation guides into other languages will be the determined by the CDE outside of this contract.

9.F. Synergies with EAP

The California State University Early Assessment Program (CSU-EAP) intends to use the grade 11 Smarter Balanced Summative Assessments in ELA and mathematics to determine student readiness for college-level ELA and mathematics. ETS proposes to coordinate between the CAASPP Program and CSU-EAP to provide timely reporting of readiness to LEAs and students to the extent that such coordination does not negatively affect the execution of the CAASPP contract. The EAP results will also be utilized by the California Community Colleges (CCC). ETS will provide proposals on the following activities to CDE and SBE staff for review and approval:

- Incorporating an "opt-in" statement in the CBT and on the PPT whereby students will authorize release of their results to the CSU and CCC; and
- Incorporating CSU-EAP results on the grade 11 individual student reports.

The aforementioned activities may necessitate an interagency agreement between CDE and CSU. ETS will not proceed with any activities requiring an interagency agreement until the written agreement is secured.

All such activities must first be reviewed and, where necessary, approved by SBE liaisons and staff and the CDE before implementation. In no case will the CAASPP Program bear the contractor costs for such activities. In addition, in no case will such activities impede the administration, scoring, and/or timely reporting of CAASPP results or the fulfillment of any

obligations under the CAASPP contract. If such activities jeopardize the timeline of the CAASPP contract, CAASPP-funded activities will be discontinued.

9.G. Reporting and Correcting Errors

9.G.1. Correcting Errors Due to Changes to the Data

Anytime there are changes to the data that require reports to be reprinted, CalTAC staff will contact Publications to print and ship revised reports. All of the reports will be clearly identified as “revised” with the appropriate revision date.

In any such event, ETS staff will take the following steps:

1. Initially analyze the situation;
2. Inform the CDE immediately;
3. Further analyze the impact of the error;
4. Discuss solution options with the CDE; and
5. Deliver an expedient resolution that best mitigates program risk.

9.G.2. Correcting Demographic and Special Testing Conditions Data

Since CALPADS is the source of record for student demographic data, LEAs will be instructed to make demographic data corrections in CALPADS. The corrected demographic data will be uploaded to the online reporting system through the process established and described in Task 4.

LEAs will be instructed to use TOMS to make corrections to special testing conditions information and other test-specific data that may be correctable, such as parent exemptions or accommodations used by the student.

All corrections should be submitted by the LEA on or before the end of their test administration window. There will be no cost to LEAs for making either demographic data corrections or changes to other testing condition information that may be correctable. If the LEA makes corrections after the end of its test administration window, the corrections may not be received in time to be reflected in the LEA’s aggregate and student reports.

9.G.3. Rescore Requests for Paper-Pencil Tests and for Responses That Were Hand Scored

ETs will establish a process by which an LEA may request that a student’s test be rescored as a fee-based ancillary service paid by the LEA. Rescore requests will be restricted to the paper-pencil tests that have bearing on Federal or state accountability and to responses to Smarter Balanced Summative Assessment that were hand scored. Rescoring will not be available for the CAPA, since the answer documents are completed by the examiner; or for the STS, since these tests are not part of accountability.

ETS scoring experts will review each original student response in question along with the original score assigned. For responses that were hand scored by human raters, the original score assigned to the student response will be reviewed in close comparison to the original anchor papers used in training. If ETS’s scoring experts determine that the original score assigned was incorrect, a new score will be issued.

ETS will work with the CDE to establish criteria by which LEAs may request rescoring and to determine the fee for rescore requests.

Task 10. Report Test Results to the CDE

In addition to reporting test results to LEAs, ETS will report test results to the CDE after the completion of the 2015 administration. State summaries are generated by grade and include all students in the state. The state also receives summaries for each of the 58 counties and the California Education Authority (formerly California Youth Authority) schools.

ETS will work with the CDE and the SBE on the timeline for the delivery of the Reporting Web site. For planning purposes, ETS will assume that the CDE will publicly release statewide test results on August 15, 2015. To accomplish this, only those test materials that are received by the scoring center before July 1, 2015, will be included in the state's initial release.

10.A. Student Privacy

ETS will deliver the Reporting Web site in accordance with these requirements:

- Use of an asterisk to suppress data where a student's identity could be ascertained.
- Reporting of all performance levels and a combined proficiency level which totals the sum of the proficient and above
- Allowance for the selective inclusion of either all available performance levels or the combined proficiency level on Web pages

10.B. Reporting Web Site

10.B.1. Requirements for the Reporting Web Site

ETS will work with the CDE to comply with the CDE's Web standards. The CDE will continue to host the Reporting Web site.

The site will be able to support 100 simultaneous users without significant design-related latency. To speed delivery of Web pages during times of peak demand or when the site is performing suboptimally, static versions of all the Web pages are also supported. ETS will monitor Web site performance and work with the CDE to assure that the site meets performance specifications.

The design of the Reporting Web site will be data driven so the user can very efficiently select particular parameters to see the desired reporting of results. The database will use MS-SQL Server technology. While there are many combinations of summary reports that will be accessible, the summary data will be precalculated. While this may limit the dynamic nature of the site, it will prevent inappropriate summaries that could lead to inappropriate interpretation of results by users.

The software application behind the Reporting Web site will allow the site administrator to load new iterations of data into the database and to generate new research files based on the refreshed data. As the data are refreshed, notes added by the CDE from the previous iteration will be preserved.

Summaries by counties, LEAs, schools, and the state will be provided. The site will support all CAASPP assessments—Smarter Balanced Summative Assessments, the CSTs, CMA, CAPA, and STS.

10.B.2. Delivery of Aggregate Summary Data Files That Are Synchronous with the Delivery of the Student Data Files

The Web site will provide for aggregate summary data files that are synchronous with the delivery of the student data files. These aggregate summary data files include aggregations by schools, LEAs, counties, and the state. Independent charters are represented as separate LEAs within a county. The summaries will also be compiled by individual assessment and by grade within each assessment. They will include statistical data for the various assessments reflecting performance levels, quarters, or CAPA levels. These data will include the number of test takers, the average scale score, and derived scores as appropriate.

10.B.3. Requirements for the Aggregate Summary Data

ETS will deliver report pages and research files that include aggregate summary data. The summary data and the Web site will support the reporting by claim or cluster. This claim/cluster reporting will include such information as average percent correct and mean-scale score reported by grade (or by course for nongrade specific courses). ETS will work with the CDE to define this new requirement more precisely in order to optimize value to the CAASPP assessment system constituencies.

10.B.4. Summary Data

The Reporting Web site will support the demographic subgroups listed in Table 1:

Table 6. Supported Demographic Subgroups—Reporting Web Site

Demographic Category	Subgroups
All Students	
Gender	• Male • Female
English Learner 12-Month Status	• Students identified as “less than 12 months” • Students identified as “12 months or more”
Special Education Services	• Students with Disabilities • Students with No Reported Disabilities
Economic Status	• Economically Disadvantaged Students • Non-Economically Disadvantaged Students
Special Program Participation	• Migrant Education • Gifted and Talented • Primary Language Instruction and ELD Instruction and/or SDAIE Instruction • ELD Instruction Only • SDAIE Instruction Only • ELD Instruction and SDAIE Instruction but Not Primary Language Instruction • Other EL Instructional Services • None
Ethnicity	• Not Hispanic or Latino • Hispanic or Latino
Race	• Black or African American • American Indian or Alaskan Native • Cambodian • Chinese • Japanese • Korean • Vietnamese • Laotian

Demographic Category	Subgroups
	• Asian Indian • Other Asian • Filipino • Other Pacific Islander • Native Hawaiian • Hmong • Guamanian • Samoan • Tahitian • White
Parent Education	• Not a High School Graduate • High School Graduate • Some College (Includes AA degree) • College Graduate • Graduate School/Postgraduate Training • Declined to State or Unknown
CSTs, CMA, CAPA only	
Race by Economic Status	• Race for Economically Disadvantaged • Race for Not Economically Disadvantaged

ETS will include the ethnicity by economic status data in the CAASPP Summary Data submitted to CDE for Web reporting purposes. For Web reporting purposes, the ethnicity subgroups will include: African American or Black, American Indian or Alaskan Native, Asian, Filipino, Hispanic or Latino, Pacific Islander, and White. Economic Status analysis will include Economically Disadvantaged and Not Economically Disadvantaged.

10.B.5. Research Files

The Web reporting application supports the following research file requirements:

- State-level research file that contains all county, LEA, and school results for all demographic subgroups
- State-level research file that contains all county, LEA, and school results for the “all students” demographic subgroup
- State-level–only research file that contains results for all demographic subgroups
- Limited research files that contain all data for selected counties, LEAs and schools
- Research files containing all CAPA data
- Research files containing all STS data
- Research files containing all CMA data
- A research file containing all reporting claim or reporting cluster results data
- Suppression of results where the reported group totals 10 or fewer students or where the number of student reports in any individual cell may allow identification of an individual student
- Compressed (zipped) research files formatted as fixed-length ASCII and comma-delimited (including column names) files
- An Access 2000 (or a more recent version of Access) database shell that can be used to import comma-delimited research files along with all instructions for use of the database shell

- A load utility that will facilitate the easy importation of comma-delimited research files into the database shell

10.B.6. Administrative Functionality

ETS will incorporate extensive administrative functionality into the Internet design to include:

- **Notes.** Allow for the inclusion of "notes" that may be dynamically added to any selected report page. For example, notes may be added to one or all schools in a LEA and to one or all of the subgroups. Notes must be capable of being retained when report data are updated.
- **Embargo Reports.** Allow for the selected exclusion of Internet report pages. For example, all reporting claim reports may be excluded, or a report page may be embargoed for subgroup reports at the school level while the combined proficiency report (combined total of proficient and above students) is accessible. In addition, all state reports are embargoed until the site is opened to the public.
- **Research File Generation.** Allow for the generation of new research files when new aggregate data are loaded to the site. Which files are generated and the sequence of that generation must be part of the research-file generation function.

10.B.7. CDE Web Delivery Requirements

The key to successful deliveries of the Web reporting application and data files is to plan for preliminary iterations. This strategy allows CDE data management staff to be involved in early review of the site and the data. By delivering early, issues are identified and remedied earlier, before the critical public deadlines.

ETS proposes the timeline shown in Table 7 for site development and data deliverables:

Table 7. Proposed Timetable for Site Development and Data Deliverables

Month	Deliverable
January	ETS works collaboratively with the CDE to document business requirement changes and other changes for the Internet reporting application.
February	ETS updates specifications.
March	ETS modifies the site, including initial content/text changes provided by the CDE.
April	ETS deploys the site in the ETS user acceptance environment for the CDE's first review of the site. ETS loads the prior years' data into the site (updating the format and content of the data files as necessary).
May	ETS deploys a second release of the software based on CDE feedback as well as internal testing results.
June	ETS performs the following tasks to meet the required July 1, 2015 deadline: • Deployment of a third release of the software to the user acceptance environment as needed • Posting of early production test results (referred to as the V1 deliverable in the current contract) • Delivery of aggregate and corresponding student data files to the CDE. • Delivery of the application to the CDE for installation
July	ETS deploys additional releases in the ETS user acceptance environment as necessary to correct defects and make final text/content changes from the CDE.

Month	Deliverable
August*	ETS delivers data files and software to the CDE by the agreed-upon deadline. The aggregate and student data files delivered in August represent the P1 deliverable. ETS will also load the P1 data to the user acceptance site to stay synchronized with the CDE. P1 data include all LEAs that completed testing but prior to merging with demographic data extracted from CALPADS.
September*	ETS delivers P2 aggregate and student data that now include all LEAs merged with CALPADS demographic data. ETS will also load P2 data to the user acceptance site to stay synchronized.

* Delivery dates will be finalized based on the reporting dates determined by the SBE.

10.C. Secure File Transfer

Due to the confidential nature of test results, ETS uses secure File Transfer Protocol (SFTP) and encryption for all student data files. In addition, ETS uses .ZIP archive file format technology to reduce the disk space requirements on all files. This method applies to all data file transfers.

10.D. Student-level Files

ETS will deliver student-level assessment data files on dates set by the CDE.

ETS will deliver student data files and corresponding aggregate files on the delivery schedule agreed upon with the CDE.

ETS will deliver student data files in three formats

1. Compressed layout with demographic information only;
2. A layout with item response data and demographic information; and
3. A file that contains all student data available.

Task 11: Technical Reports and Other Analyses

11.A. Technical Reports for the Smarter Balanced Summative Assessments, the CSTs, CMA, CAPA, and STS

ETS will develop, maintain, and provide to the CDE and the SBE all documentation needed to assure the technical quality and continuity of CAASPP assessments, including, but not limited to, technical reports. Each technical report will document all aspects of developing the specific CAASSPP assessments administered during the 2015 administration.

To support the CDE in providing evidence that meets the requirements of the federal Elementary and Secondary Education Act (ESEA), ETS will provide technical reports that clearly identify critical elements for peer review addressed within the scope of the reports. In addition, ETS will work closely with the CDE to develop evidence obtained over more extended periods; for example, the development of validity evidence to support each testing program.

All narrative reports submitted by ETS will include an executive summary, the full text, and appendixes containing all relevant data tables. In addition, the executive summary will be written to stand alone as a document suitable for public distribution. All final narrative reports and all electronic deliverables will be provided in MS-Word and PDF for distribution and possible posting on the CDE Web site.

The technical reports will be assembled for each testing program (Smarter Balanced Summative Assessments, CSTs, CMA, CAPA, and STS) from the P1 data file. The technical report for the Smarter Balanced Summative Assessments may require the coordination of information with the Consortium, which ETS will facilitate jointly with the CDE.

The CDE will have 20 working days to review the draft for each technical report. One bound or bindered paper copy of each technical report will be submitted to the CDE along with one CD-ROM that contains the electronic versions of each technical report in MS-Word and PDF formats. The final version of each technical report will be delivered to the CDE on or before the end of the contract.

The technical reports will be organized and clearly labeled to facilitate cross-referencing to the S*tandards for Educational and Psychological Testing*[2]. Sections of the technical report will be written by specialists in their respective areas of expertise.

Technical reports will include tables and figures as needed to summarize and clarify analysis results and development procedures. Further data analyses for the purpose of assuring the validity of test scores, federal peer review, programmatic review, program evaluation, or any additional inquiries regarding the operation of the CAASPP assessments will be readily provided by ETS. ETS will also discuss additional research studies to support the Program. Results of any additional analyses conducted at the request of the CDE or the SBE will be included as well.

ETS will include the ethnicity by economic status analysis in all but the STS Technical Report. Ethnicity subgroups will include: African American or Black, American Indian or Alaskan Native, Asian, Filipino, Hispanic or Latino, Pacific Islander, White, and Decline to State.

[2] American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. 1999. *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.

Economic Status analysis will include Economically Disadvantaged, Not Economically Disadvantaged, and Unknown.

11.B. Student Information Report for Apportionments and the Academic Performance Index (API)

ETS assumes that the Student Information Report data needed for apportionments and API are readily found in the student data files described in Task 10.D. ETS will deliver this summary report to the CDE with each iterative deliverable of aggregate and student data for the 2015 administration. ETS will coordinate with the CDE on the format of this deliverable.

11.C. Special Studies and Projects

The CDE and SBE may wish to conduct special studies and projects related to the CAASPP assessments. As topics are identified, ETS will develop recommendations to conduct the study or project, along with appropriate cost information, for consideration. If a study or project is approved and funding is available, ETS will complete the study or project according to the approved design and timeline.

Task 12: New Test Development

As part of the legislation establishing the CAASPP assessment system, the State Superintendent of Public Instruction must make recommendations to the SBE to expand CAASPP. This section, Task 12, describes the activities to expand CAASPP, including conducting stakeholder meetings, developing new assessments in science aligned to the California Next Generation Science Standards (NGSS), developing a new primary language test aligned to the California Common Core State Standards for ELA, and conducting standard setting activities for the new alternate assessments.

12.A. Expansion of CAASPP

Legislation requires that the Superintendent must submit recommendations to the SBE on expanding CAASPP. These recommendations must be made no later than March 1, 2016. To assist the Superintendent and the CDE to prepare the submission, ETS proposes to conduct a series of stakeholder meetings in up to four content areas. For planning purposes, ETS assumes that the four content areas are: mathematics, history–social science, technology, and visual and performing arts.

12.A.1. Conduct Stakeholder Meetings

ETS will conduct up to four stakeholder meetings, one for each content area: mathematics, history–social science, technology, and visual and performing arts. Each stakeholder meeting will take one day and will include up to 60 stakeholders. All stakeholder meetings will be held in the Sacramento area so that the CDE staff and SBE members and staff may observe the meetings. ETS will coordinate, recruit, and facilitate the stakeholder meetings.

Following each stakeholder meeting, an online survey will be created and made available to provide an opportunity for additional stakeholders to provide input. All stakeholder meetings and the online survey will be completed within an agreed-upon timeframe to allow for the preparation and delivery of summary reports to the CDE.

To start the process leading to the recommendations, ETS will hold a kick-off meeting with the CDE. At that meeting, the CDE and ETS will discuss and develop a plan to identify the groups that will be invited to participate in stakeholder meetings and describe the methods that will be used to collect stakeholder information. For example, the CDE and ETS may implement an online survey to collect opinions about assessing the new science standards. Simultaneously, if funding is available, the CDE and ETS may conduct meetings throughout the state with representatives from stakeholder groups which will include, but are not necessarily limited to, California educators teaching in the content areas of interest, individuals with expertise in assessing English learners and students with disabilities, parents, and measurement experts.

ETS will prepare a summary report for each content area identified. The report submitted to the CDE will describe the meetings and will include a summary of the recommendations from the stakeholder groups that the Superintendent may include in the recommendations to the SBE.

12.A.2. Prepare a Recommendations Report for the SBE, Legislature, and Department of Finance Reviews

ETS will assist the CDE in developing the Superintendent's Recommendations Report. The Recommendations Report will be submitted to the SBE for review. The report also will be submitted to the Legislature and the Department of Finance for consideration.

The report will include recommendations for the following areas:

- Grade level, content, and type of assessment
- Use of Consortium-developed assessments and various item types
- Use of various assessment options, including, but not necessarily limited to, computer-based tests, locally scored performance tasks, and portfolios
- Use of matrix sampling, if appropriate, and the use of population sampling
- Timeline for test development, field testing, and operational implementation
- Cost estimates for content areas, as appropriate

ETS assumes that the draft report will be reviewed by the CDE and the Technical Advisory Group (TAG) before the Superintendent submits the report to the SBE. The final version of the report will be submitted on or before the end of the contract. The CDE and ETS will jointly develop a timeline for the stakeholder meeting and delivery of the Recommendations Report to ensure the timely completion of these activities.

12.B. New NGSS-based Science Assessments

ETS has worked with the CDE to provide high-quality science assessments in a variety of disciplines since 2004. ETS's assessment specialists understand the students and teachers of California, as well as the assessment development practices that meet the needs of this group.

In 2012, to prepare for the transition to assessments that better reflect the role technology plays in modern life, ETS collaborated with the CDE to pilot a computer-based science assessment that provided a much more authentic assessment of science knowledge and skills. In addition, ETS is conducting stakeholder meetings in July 2014 for new NGSS-based science assessments. Both of these tasks were performed as part of SOW C.

ETS's science assessment specialists will build on that work and use the experience gained while working for the National Assessment of Educational Progress (NAEP) science assessment to develop assessments that use technology to provide a more authentic test of student knowledge, skills, and abilities for students in three grades—one each in elementary, middle, and high school.

For planning purposes, ETS assumed that only the federally required assessments in three grades will be developed as part of this SOW. ETS does not plan to develop the new science assessment beyond the three required grade-level tests; end-of-course science tests are outside the scope of this document. The new science assessments will replace the existing CSTs and CMA for Science.

12.B.1. Develop Blueprints and Item Specifications for NGSS-based Science Assessments

After discussing the information gained at the stakeholder meetings with the CDE, ETS science assessment specialists will develop test blueprints and designs for each of the NGSS-based science tests. ETS will submit proposed test designs to the CDE.

Draft blueprints will be submitted to the CDE for comment and feedback. After incorporating the CDE's feedback, the blueprints will be prepared for presentation to an ARP. ETS recommends conducting the blueprint review with the ARP in a virtual setting. This will provide the most cost-effective means of convening a group of educators from around the state and will enhance the ability to include a diverse group of stakeholders.

The group ETS will convene will comprise six educators spanning elementary to high school. During a two-day meeting, this group will review and discuss the blueprints with consideration to the balance of standards coverage, test length, and desired cognitive complexity. This review will culminate in the approval and sign-off of the blueprints by the ARP.

ETS science assessment specialists will then apply the feedback from the ARP meetings and submit the blueprints to the CDE for any additional feedback or revisions. After applying any additional changes, the blueprints will be submitted to the CDE for final approval.

12.B.2. Develop New NGSS-based Science Items

Based on the NGSS blueprints, ETS will develop an item utilization plan and order science items to begin development. Initial development will be planned to balance cost considerations with the need to develop a robust pool from which to build operational forms.

The ETS team proposes the development of 8 interactive computerized tasks each for students in the elementary and middle school grades and 12 tasks at the high school level. The increased number at the high school level will support a modular design that allows LEAs the flexibility to assess life science, earth science, and physical science either in combination or as separate assessments.

The tasks and items proposed for the NGSS-based science assessment will include the following:

- **Interactive Computerized Tasks (ICTs)** may include simulations, video, and stimuli that the student can manipulate to gather information, observe processes, or demonstrate the ability to make decisions and carry out procedures.
- **1-Point Embedded Selected Response Items** are part of the ICTs. Students select the correct response from a list of responses and receive one point for answering correctly.
- **1-Point Embedded Technology-Enhanced Items** are part of the ICTs. These items employ a variety of computer capabilities to allow students to respond in a variety of ways, including hot spot, drag-and-drop, and fill-in-the-blank. Students receive one point for answering correctly.
- **2-Point Embedded Technology Enhanced Items** are part of the ICTs. These items employ the same computer capabilities but require a more extensive response. Students may earn one point for a partially correct response and two points for a completely correct response.
- **1-Point Selected Responses** are discrete items that are not embedded in an ICT.
- **1-Point Technology-Enhanced Items** are discrete items that are not embedded in an ICT.
- **2-Point Technology-Enhanced Items** are discrete items that are not embedded in an ICT.

The following table provides additional details about the number of items that will be developed as part of this SOW. ETS assumes that the field test activities are beyond the scope of this contract.

Table 8. Example Proposed Item Development Plan

Science Assessment	Interactive Computerized Task	1-Point Embedded Selected Response	1-Point Embedded Technology Enhanced Item	2-Point Embedded Technology-Enhanced Item	1-Point Selected Response	1-Point Technology-Enhanced Item	2-Point Technology-Enhanced Item
Grade 5	10	48	48	19	48	29	14
Grade 8	10	48	48	19	48	29	14
Life Science	5	24	24	10	48	29	14
Earth Science	5	24	24	10	48	29	14
Physical Science	5	24	24	10	48	29	14

ETS will undertake a series of comprehensive internal reviews to evaluate and verify the overall quality of the test items before they are prepared for presentation to the CDE and the ARP.

The ETS process for review includes:

- An internal content review
- An internal editorial review
- An internal bias and sensitivity review
- Senior review, including external reviewers for validation of content on an as-needed basis

Internal Content Review

Every item receives at least two content reviews by the lead ETS science assessment specialist and one other equally qualified colleague.

ETS uses the following guidelines for these reviews:

- Match of each item to the identified standard
- Accuracy of the content of the item
- Match of each item to the principles of high-quality item development
- Adherence to the Principles of Universal Design
- Difficulty of the item
- Relevance of each item as the item relates to the purpose of the test
- Readability of the item
- Appropriateness of any artwork, graphs, figures, etc.

These reviews ensure that the test items are in compliance with ETS standards as well as specific California requirements. These reviews also focus on the accuracy of the content of the simulations, stimuli, and items. The internal reviews conducted by ETS assessment specialists include content checks involving one or two sources.

ETS will implement the Principles of Universal Design in assessment, as published by the Center for Universal Design at North Carolina State University, and create art with

consideration to large-print and braille requirements. Except when state standards require testing skills that cannot easily be rendered into braille (for example, interpreting scatter plots or evaluating use of typographical aspects of texts), all the items ETS develops will be translated into braille.

The artwork and graphics for the items will be created during the internal content review period so that the assessment specialists can evaluate the correctness and appropriateness of the art early in the item development process.

After evaluating each item against these criteria, the reviewers will accept the item as written, suggest revisions, or recommend that the item be discarded. At this point, item writers receive feedback on their items so they may learn the nuances of the program and better understand the importance of using the test specifications and blueprints when formulating questions.

Internal Editorial Review

After the assessment specialists and the manager review each item, specially trained editors will review each item in preparation for review by the CDE and the review committees. These experienced editors scrutinize questions for clarity, correctness of language, appropriateness of language for the grade level, adherence to style guidelines, and conformity with acceptable item-writing practices. Editors often query the assessment specialists about clarity of content or to suggest greater precision in the wording.

Language clarity is the focus of both content and editorial reviews. Each item ETS develops is clear and precise in both wording and concept. Items will be designed to assess knowledge in only the subject area being tested.

Internal Bias and Sensitivity Review

Only ETS staff members who have participated in ETS Fairness Training—a rigorous, internal ETS requirement—are involved in the next level of review. These staff members have been trained to identify and eliminate questions that contain content or wording that could be construed as offensive to or biased against members of specific ethnic, racial, or gender groups. These trained staff members review every item before it is prepared for the CDE and committee review. Items that do not meet the criteria are revised or discarded.

Senior Review

As a final quality-control step, the assessment director or another senior reviewer reads each item before it is ready for the external review process. This step will bring years of training and experience and “fresh eyes” to search for any problem that may have been overlooked by staff members. Additionally, on an as-needed basis, ETS uses external reviewers to validate content, particularly in science. This crucial stage of review—both internal and external—is designed to assure a quality product and helps ETS maintain its high percentage of acceptance rates with the CDE and the ARP.

12.B.3. Conduct CDE and External (ARP) Reviews

CDE Reviews

Following the rigorous ETS internal review process, all newly developed items are submitted to the CDE for review and recommended changes. The items and simulations will be presented to the CDE using an online viewer that can present the items and simulations properly. The CDE will be able to record comments and recommendations electronically for each item and simulation.

The items will be sent to the CDE for three rounds of review. The first round will include the newly developed items prior to the ARP review. The second round will include the items that survived initial CDE and ARP review. These items will have all suggested CDE and ARP edits

incorporated. The third, final round will contain the items that reflect the second round of CDE edits. The items in the third review should be in final form; no further edits should be required at this stage.

ARP Reviews

After the first round of CDE reviews, the items will be presented to the ARP during an in-person meeting in the Sacramento area. ETS assumes that the ARP Item Review meeting will take place over a one-week period and will include a panel of six current California science educators for each of the grade-level assessments. ETS will provide all meeting materials, arrange all meeting logistics, including ARP travel, and facilitate the meetings.

To facilitate the review of simulations and technology-enhanced items, ETS plans to use laptops in the place of the traditional item binders at the reviews. Panelists view the items on laptops to evaluate the simulations and technology-enhanced items and can record their feedback and recommendations electronically. After receiving feedback at the ARP meetings, ETS science assessment specialists will apply any recommended edits to the items and present the technology-enhanced items to the CDE for review and approval. Once all edits resulting from the ARP have been reviewed and approved by the CDE, the item status will be updated in the item bank to “Field Test Ready.”

At the end of the contract, all items will be delivered in the CDE in Accessible Portable Item Protocol (APIP)–compliant format.

12.B.4. Develop the Field Test Plan

The ETS science assessment specialists will consult with the ETS Psychometrics Manager as part of the item development process to ensure field test design factors are considered. If funding is available, ETS may develop a field test plan that the CDE may wish to implement during the 2016 administration.

12.C. New NGSS-based Alternate Assessments for Science

As part of the science stakeholder meetings conducted in July 2014 as part of SOW C, ETS will collect input from stakeholders about new alternate assessments for science. The new alternate science assessments will replace the CAPA science tests.

For planning purposes, ETS assumed that only the federally required assessments in three grades will be developed as part of this SOW. Items developed will be similar to the item types and formats of the alternate assessments in ELA and mathematics developed by the National Centers and State Collaborative (NCSC).

12.C.1. Develop Blueprints and Item Specifications for the New Alternate Science Assessment

After discussing with the CDE the information acquired at the stakeholder meetings, ETS science assessment specialists will develop test blueprints and test designs for each of the assessments. The ETS science assessment specialists who will be involved in the development of the new alternate science assessment have experience in assessing students with disabilities and also will have access to ETS experts in special populations.

Draft blueprints will be submitted to the CDE for comment and feedback. After incorporating the CDE’s feedback, the blueprints will be prepared for presentation to an ARP. ETS recommends conducting the blueprint review with the ARP in a virtual setting. This will provide the most cost-effective means of convening a group of educators from around the state and will enhance the ability to include a diverse group of stakeholders.

The group ETS will convene will comprise six educators spanning elementary to high school. During a two-day meeting, this group will review and discuss the blueprints with consideration to the balance of standards coverage, test length, and desired cognitive complexity. This review will culminate in the approval and sign-off of the blueprints by the ARP.

ETS science assessment specialists will then apply the feedback from the ARP meetings and submit the blueprints to the CDE for any additional feedback or revisions. After applying any additional changes, the blueprints will be submitted to the CDE for final approval.

12.C.2. Develop New NGSS-based Alternate Science Items

Based on the NGSS blueprints, ETS will develop an item utilization plan and order science items to begin development of the alternate assessment. Initial development will be planned to balance cost considerations with the need to develop a robust pool from which to build operational forms.

ETS proposes to develop 8 to 12 discrete computer-based items per grade, emphasizing the scientific processes addressed in the NGSS. The final item development plan will be submitted to the CDE for review and approval.

ETS will undertake a series of comprehensive internal reviews to evaluate and verify the overall quality and the accessibility of the test items before they are prepared for presentation to the CDE and the ARP.

The ETS process for review includes:

- An internal content review
- An internal editorial review
- An internal bias and sensitivity review
- Senior review, including external reviewers for validation of content on an as-needed basis

Internal Content Review

Every item receives at least two content reviews by the lead ETS science assessment specialist and one other equally qualified colleague.

ETS uses the following guidelines for these reviews:

- Match of each item to the identified standard
- Accuracy of the content of the item
- Match of each item to the principles of high-quality item development
- Adherence to the Principles of Universal Design
- Difficulty of the item
- Relevance of each item as the item relates to the purpose of the test
- Readability of the item
- Appropriateness of any artwork, graphs, figures, etc.

These reviews ensure that the test items are in compliance with ETS standards as well as specific California requirements. These reviews also focus on the accuracy of the content of the simulations, stimulus, and items. The internal reviews conducted by ETS assessment specialists include content checks involving one or two sources.

ETS will implement the Principles of Universal Design in assessment, as published by the Center for Universal Design at North Carolina State University, and create art with consideration to the students that would be taking these assessments.

The artwork and graphics for the items will be created during the internal content review period so that the assessment specialists can evaluate the correctness and appropriateness of the art early in the item development process.

After evaluating each item against these criteria, the reviewers will accept the item as written, suggest revisions, or recommend that the item be discarded. At this point, item writers receive feedback on their items so they may learn the nuances of the program and better understand the importance of using the test specifications and blueprints when formulating questions.

Internal Editorial Review

After the assessment specialists and the manager review each item, specially trained editors will review each item in preparation for review by the CDE and the review committees. These experienced editors scrutinize questions for clarity, correctness of language, appropriateness of language for the grade level, adherence to style guidelines, and conformity with acceptable item-writing practices. Editors often query the assessment specialists about clarity of content or suggest greater precision in the wording.

Language clarity is the focus of both content and editorial reviews. Each item ETS develops is clear and precise in both wording and concept. Items will be designed to assess knowledge in only the subject area being tested.

Internal Bias and Sensitivity Review

Only ETS staff members who have participated in ETS Fairness Training—a rigorous, internal ETS requirement—are involved in the next level of review. These staff members have been trained to identify and eliminate questions that contain content or wording that could be construed as offensive to or biased against members of specific ethnic, racial, or gender groups. These trained staff members review every item before it is prepared for the CDE and committee review. Items that do not meet the criteria are revised or discarded.

Senior Review

As a final quality-control step, the assessment director or another senior reviewer reads each item before it is ready for the external review process. This step will bring years of training and experience and “fresh eyes” to search for any problem that may have been overlooked by staff members. Additionally, on an as-needed basis, ETS uses external reviewers to validate content, particularly in science. This crucial stage of review—both internal and external—is designed to assure a quality product and helps ETS maintain its high percentage of acceptance rates with the CDE and the ARP.

12.C.3. Conduct CDE and External (ARP) Reviews

CDE Reviews

Following the rigorous ETS internal review process, all newly developed items are submitted to the CDE for review and recommended changes. The items and simulations will be presented to the CDE using an online viewer that can present the items and simulations properly. The CDE will be able to record comments and recommendations electronically for each item and simulation.

The items will be sent to the CDE for three rounds of review. The first round will include the newly developed items prior to the ARP review. The second round will include the items that survived initial CDE and ARP review. These items will have all suggested CDE and ARP edits incorporated. The third—and final—round will contain the items that reflect the second round

of CDE edits. The items in the third review should be in final form; no further edits should be required at this stage.

ARP Reviews

After the first round of CDE reviews, the items will be presented to the ARP during an in-person meeting in the Sacramento area. ETS assumes that the ARP Item Review meeting will take place over a one-week period and will include a panel of six current California educators for each of the grade-level assessments. The panelists include a mix of science educators and educators with experience teaching students with disabilities. ETS will provide all meeting materials, arrange all meeting logistics, including ARP travel, and facilitate the meetings.

To facilitate the review of simulations and technology-enhanced items, ETS plans to use laptops in the place of the traditional item binders at the reviews. Panelists view the items on laptops to evaluate the simulations and technology-enhanced items and can record their feedback and recommendations electronically. After receiving feedback at the ARP meetings, ETS science assessment specialists will apply any recommended edits to the items and present the technology-enhanced items to the CDE for review and approval. Once all edits resulting from the ARP have been reviewed and approved by the CDE, the item status will be updated in the item bank to "Field Test Ready."

At the end of the contract, all items will be delivered in the CDE in APIP-compliant format.

12.C.4. Develop the Field Test Plan

The ETS science assessment specialists will consult with the ETS Psychometrics Manager as part of the item development process to ensure field test design factors are considered. If funding is available, ETS may develop a field test plan that the CDE may wish to implement during the 2016 administration.

12.D. New Primary Language Assessments

Legislation requires that the state implement new primary language assessments in reading/language arts based on the California CCSS in ELA. The Superintendent must submit recommendations to the SBE no sooner than one year after the first full implementation of the Smarter Balanced Summative Assessments. The new primary language assessments must be implemented by the CDE during the 2016–17 school year.

ETS will provide support to the CDE in the development of the Superintendent's recommendations. In addition, depending on the timing of the SBE approval of the recommendations and if funding is available, ETS will begin the test development process as part of this SOW.

ETS assumes that the new primary language assessments will be developed in Spanish and will not be transadapted or translated from existing assessments. ETS also assumes that the assessments will mirror the grades administered for the Smarter Balanced Summative Assessments—grades 3 through 8 and 11. Finally, ETS assumes the new primary language assessments will likely be a linear computer-based test with machine-scorable items. The new primary language assessment will replace the existing STS RLA assessments.

12.D.1. Conduct Stakeholder Meetings

ETS will conduct up to two stakeholder meetings. Each stakeholder meeting will be two days long and include up to 60 stakeholders per meeting. All stakeholder meetings will be held in the Sacramento area so that the CDE staff and SBE members and staff may observe the meetings. ETS will coordinate, recruit, and facilitate the stakeholder meetings.

Following each stakeholder meeting, an online survey will be created and made available to provide an opportunity for additional stakeholders to provide input. All stakeholder meetings and the online survey will be completed within an agreed-upon timeframe to allow for the preparation and delivery the summary reports to the CDE.

To start the process leading to the recommendations, ETS will hold a kick-off meeting with the CDE. At that meeting, the CDE and ETS will discuss and develop a plan to identify the groups that will be invited to participate in stakeholder meetings and describe the methods that will be used to collect stakeholder information. For example, the CDE and ETS may implement an online survey to collect opinions about new primary language assessments. Simultaneously, if funding is available, the CDE and ETS may conduct meetings throughout the state with representatives from stakeholder groups which will include, but are not necessarily limited to, California educators teaching in the content area of interest, individuals with expertise in assessing English learners and students with disabilities, parents, and measurement experts.

ETS will prepare a summary report for the content area identified, RLA. The report submitted to the CDE will describe the meetings and will include a summary of the recommendations from the stakeholder groups that the Superintendent may include in the recommendations to the SBE.

12.D.2. Prepare a Recommendations Report for the SBE, Legislature, and Department of Finance Reviews

ETS will assist the CDE in developing the Superintendent's Recommendations Report. The Recommendations Report will be submitted to the SBE for review. The report also will be submitted to the Legislature and the Department of Finance for consideration.

The report will include the recommendations for the following areas:

- Grade level, content, and type of assessment
- Use of Consortium-developed assessments and various item types
- Use of various assessment options, including, but not necessarily limited to, computer-based tests, locally scored performance tasks, and portfolios
- Use of matrix sampling, if appropriate, and the use of population sampling
- Timeline for test development, field testing, and operational implementation
- Cost estimates for grade levels, as appropriate

ETS assumes that the draft report will be reviewed by the CDE and the TAG before the Superintendent submits the report to the SBE. The final version of the report will be submitted on or before the end of the contract. The CDE and ETS will jointly develop a timeline for the stakeholder meeting and delivery of the Recommendations Report to ensure the timely completion of these activities.

12.D.3. Develop Blueprints and Item Specifications for the New Primary Language Assessments

If the schedule and funding permits, ETS assessment specialists will develop test blueprints and test designs for each of the assessments after discussing the information gained at the stakeholder meetings with the CDE. The ETS assessment specialists involved in the development of the new primary language assessment will have experience in assessing English learners. The start of this and subsequent subtasks will depend on the approval by the SBE of the recommendations described in Task 12.D.2. above.

Draft blueprints will be submitted to the CDE for comment and feedback. After incorporating the CDE's feedback, the blueprints will be prepared for presentation to an ARP. ETS recommends conducting the blueprint review with the ARP in a virtual setting. This will provide the most cost-effective means of convening a group of educators from around the state and will enhance the ability to include a diverse group of stakeholders.

The group ETS will convene will comprise six educators spanning elementary to high school. During a two-day meeting, this group will review and discuss the blueprints with consideration to the balance of standards coverage, test length, and desired cognitive complexity. This review will culminate in the approval and sign-off of the blueprints by the ARP.

ETS assessment specialists will then apply the feedback from the ARP meetings and submit the blueprints to the CDE for any additional feedback or revisions. After applying any additional changes, the blueprints will be submitted to the CDE for final approval.

12.D.4. Developing New Primary Language Items

Based on the blueprints, and if time and funding are available, ETS will develop an item utilization plan and order items to begin development of the new primary language assessment. Initial development will be planned to balance cost considerations with the need to develop a robust pool from which to build operational forms.

ETS will develop a plan that meets the blueprints. The final item development plan will be submitted to the CDE for review and approval.

ETS will undertake a series of comprehensive internal reviews to evaluate and verify the overall quality of the test items before they are prepared for presentation to the CDE and the ARP.

The ETS process for review includes:

- An internal content review
- An internal editorial review
- An internal bias and sensitivity review
- Senior review, including external reviewers for validation of content on an as-needed basis

Internal Content Review

Every item receives at least two content reviews by the lead ETS assessment specialist and one other equally qualified colleague.

ETS uses the following guidelines for these reviews:

- Match of each item to the identified standard
- Accuracy of the content of the item
- Match of each item to the principles of high-quality item development
- Adherence to the Principles of Universal Design
- Difficulty of the item
- Relevance of each item as the item relates to the purpose of the test
- Readability of the item
- Appropriateness of any artwork, graphs, figures, etc.

These reviews ensure that the test items are in compliance with ETS standards as well as specific California requirements. These reviews also focus on the accuracy of the content of the simulations, stimulus, and items. The internal reviews conducted by ETS assessment specialists include content checks involving one or two sources.

ETS will implement the Principles of Universal Design in assessment, as published by the Center for Universal Design at North Carolina State University, and create art with consideration to large-print and braille requirements. Except when state standards require testing skills that cannot easily be rendered into braille (for example, interpreting scatter plots or evaluating use of typographical aspects of texts), all the items ETS develops will be translated into braille.

The artwork and graphics for the items will be created during the internal content review period so that the assessment specialists can evaluate the correctness and appropriateness of the art early in the item development process.

After evaluating each item against these criteria, the reviewers will accept the item as written, suggest revisions, or recommend that the item be discarded. At this point, item writers receive feedback on their items so they may learn the nuances of the program and better understand the importance of using the test specifications and blueprints when formulating questions.

Internal Editorial Review

After the assessment specialists and the manager review each item, specially trained, bilingual editors will review each item in preparation for review by the CDE and the review committees. These experienced editors scrutinize questions for clarity, correctness of language, appropriateness of language for the grade level, adherence to style guidelines, and conformity with acceptable item-writing practices. Editors often query the assessment specialists about clarity of content or suggest greater precision in the wording.

Language clarity is the focus of both content and editorial reviews. Each item ETS develops is clear and precise in both wording and concept. Items will be designed to assess knowledge in only the subject area being tested.

Internal Bias and Sensitivity Review

Only ETS staff members who have participated in ETS Fairness Training—a rigorous, internal ETS requirement—are involved in the next level of review. These staff members have been trained to identify and eliminate questions that contain content or wording that could be construed as offensive to or biased against members of specific ethnic, racial, or gender groups. These trained staff members review every item before it is prepared for the CDE and committee review. Items that do not meet the criteria are revised or discarded.

Senior Review

As a final quality-control step, the assessment director or another bilingual senior reviewer reads each item before it is ready for the external review process. This step will bring years of training and experience and “fresh eyes” to search for any problem that may have been overlooked by staff members. Additionally, on an as-needed basis, ETS uses external reviewers to validate content. This crucial stage of review—both internal and external—is designed to assure a quality product and helps ETS maintain its high percentage of acceptance rates with the CDE and ARP.

12.D.5. Conducting CDE and External (ARP) Reviews

The CDE and external reviews will be completed depending on the available time and funding.

CDE Reviews

Following the rigorous ETS internal review process, all newly developed items are submitted to the CDE for review and recommended changes. The items and simulations will be presented to the CDE using an online viewer that can present the items and simulations properly. The CDE will be able to record comments and recommendations electronically for each item and simulation.

The items will be sent to the CDE for three rounds of review. The first round will include the newly developed items prior to the ARP review. The second round will include the items that survived initial CDE and ARP review. These items will have all suggested CDE and ARP edits incorporated. The third—and final—round will contain the items that reflect the second round of CDE edits. The items in the third review should be in final form; no further edits should be required at this stage.

ARP Reviews

After the first round of CDE reviews, the items will be presented to the ARP during an in-person meeting in the Sacramento area. ETS assumes that the ARP Item Review meeting will take place over a one-week period and will include a panel of six current California educators who are bilingual and biliterate in English and Spanish for each of the grade-level assessments. ETS will provide all of the meeting materials, arrange all meeting logistics, including ARP travel, and facilitate the meetings.

To facilitate the review of simulations and technology-enhanced items, ETS plans to use laptops in the place of the traditional item binders at the reviews. Panelists view the items on laptops to evaluate the simulations and technology-enhanced items and can record their feedback and recommendations electronically. After receiving feedback at the ARP meetings, ETS assessment specialists will apply any recommended edits to the items and present the technology-enhanced items to the CDE for their review and approval. Once all edits resulting from the ARP have been reviewed and approved by the CDE, the item status will be updated in the item bank to “Field Test Ready.”

At the end of the contract, all items will be delivered in the CDE in APIP-compliant format.

12.D.6. Develop the Field Test Plan

The ETS assessment specialists will consult with the ETS Psychometrics Manager as part of the item development process to ensure field test design factors are considered. If funding is available, ETS may develop a field test plan that the CDE may wish to implement during the 2016 administration.

12.E. Standard Setting of the NCSC Alternate Assessments for ELA and Mathematics

California will administer the NCSC alternate assessments for ELA and mathematics as a field test during the spring 2015 administration. The NCSC assessments replace the existing CAPA ELA and mathematics tests. The state will continue to administer the existing CAPA science assessments until the new alternate science assessments described in task 12.C. are implemented.

12.E.1. Coordinate Activities with the CDE and NCSC Test Administration Vendor

ETS will coordinate activities with the CDE and the NCSC test administration vendor on the field test administration activities to ensure successful communication of activities. ETS assumes that the NCSC test administration vendor will provide support to LEAs during the

administration of the NCSC field test and will refer NCSC questions received by CalTAC to the NCSC vendor.

ETS also assumes that the student responses and item parameters for the California test takers will be provided by NCSC to ETS as directed by the CDE.

12.E.2. Develop the Standard Setting Plan

The purpose of the standard setting process is to define what a student must know and be able to do to meet the requirements of each of the defined performance levels. For each of these tests, the outcomes of the standard setting provide context for the placement of performance level cut scores by the SBE in consultation with the CDE for each performance level identified. These results are based upon the review of test content, the use of student test data, and the knowledge and perspectives of teachers, curriculum specialists, school administrators, parents/guardians, and community representatives.

Standards must comply with the federal requirements. In particular, California's standard defining "proficient" is used to report the proportion of students reaching that level each year under the annual yearly progress requirement of ESEA.

All standard setting activities will be led by an ETS standard setting expert who has experience in planning, facilitating, and documenting standard setting activities, training in special education, and experience in developing and scoring alternate assessments, including training examiners and scorers.

The actual standard setting process that will be used will depend on the available data provided by NCSC. For planning purposes for this SOW, ETS assumes that the Bookmark Method will be used to set standards. If a different standard setting method is used, ETS will inform the CDE of any impact to the scope and costs. CDE must approve the changes before activities can proceed.

12.E.3. Identify and Recruit Participants

ETS will work closely with the CDE and SBE staff and liaisons to establish criteria to identify panels of teachers, curriculum specialists, school administrators, parents/ guardians, and stakeholder groups to participate in the standard setting. ETS will recruit potential panelists; the CDE and the SBE staff will have final approval of all panel membership.

For each panel, the majority of panelists will be teachers currently teaching and currently licensed in the subject areas of the tests with not less than five years' experience. The panels will be diverse in terms of geographic region and gender and will reflect California's diversity. The majority of the panelists will be trained and/or experienced in teaching students with disabilities.

During the standard setting, ETS will provide a lead facilitator, a content expert, a statistical/data entry expert, and a logistics/administrative specialist. The content expert will be an individual trained or experienced in special education. A CDE staff member will be in each room to provide a state-specific portion of the orientation.

Following the deliberations of the standard setting committees, the CDE will convene the TAG to review the recommended cut scores for reasonableness, consistency, and other characteristics, and either suggest that the recommended cut scores be adopted by the SBE or propose adjustments prior to adoption.

12.E.4. Conduct Standard Setting Workshops

ETS will be responsible for convening and hosting the standard setting workshops as described. ETS will work with the CDE to identify potential sites that are well-designed for such a meeting. Once ETS and the CDE have agreed on sites, ETS will be responsible for making the necessary workshop arrangements.

ETS will provide a continental breakfast, lunch, and coffee or drink service. ETS will cover all expense reimbursements to the panelists and all meeting facility and catering expenses and will assure that committee members are reimbursed for allowable expenses in a timely manner (two to four weeks). The proposed budget does not include CDE staff or SBE travel expenses.

ETS will provide a rehearsal of the standard setting workshops with the CDE and SBE in Sacramento. ETS will send two staff members, including the standard setting lead.

ETS assumes that the necessary information from NCSC may not be available until late summer/fall 2015. ETS will schedule the standard setting meeting in fall 2015 so that there is sufficient time to complete the analyses and submit the summary report before the end of the contract.

12.E.5. Develop and Submit the Standard Setting Summary Report

ETS will document the standard setting process and results and will present a written report to the CDE.

The data provided will include these essential results for each content area and grade level:

- Recommended cut score for each performance level
- Recommended cut scores plus and minus one and two standard errors of measurement and judgment
- Estimate of the proportion of students likely to be classified within each performance level (based on the recommended cut scores)
- Committee demographics

The report will also include following information:

- Range of cut scores selected by the committee;
- Frequency of selection of each cut score for each round (placement of the bookmarks);
- Median, mean, and standard deviation for each round;
- Selection of committee members;
- Development of descriptors of the standards;
- Training procedures;
- Handling of intra- and intercommittee member differences;
- The role of impact data; and
- The handling of alignment of levels across grades and content areas as applicable.

ETS will also record any pertinent questions, observations, or statements made concerning how panelists made their judgments. These can be used in demonstrating the validity of the procedure and how the determination of final cut scores is reached.

To further support validity documentation, ETS will distribute short evaluation forms to panelists at the end of Round 1 and at the end of the workshop. These evaluations will ask panelists to rate the degree to which they understood the process, materials, and data, and what factors they considered in making their judgments. The results of the evaluation will demonstrate the degree to which panelists understood and applied the procedures in which they were trained.

Provided that the data is available from NCSC in a timely manner, ETS will submit the summary report to the CDE at or before the end of the contract.

Task 13: Smarter Balanced Interim Assessments

As part of the CAASPP assessment system, the CDE will offer LEAs access to the Smarter Balanced Interim Assessments at no cost. The Interim Assessments will be available to students in kindergarten and grades 1–12, inclusive, through the state's Consortium membership. Smarter Balanced will provide the Interim Assessments, along with the Digital Library.

13.A. Host Interim Assessments

As part of this contract, ETS and its subcontractor, AIR, will provide services that will incorporate access to the Interim Assessments via single sign-on functionality through the TOMS used for the CAASPP Program. As directed by the CDE, ETS, and AIR also will incorporate the users of the Digital Library into the single sign-on. Both the access to the Interim Assessments and the incorporation of the Digital Library users into the single sign-on system will be completed by October 1, 2014.

Access to the Interim Assessments and the Digital Library services will share the same servers as the Summative Assessment. It is estimated that approximately 5.98 million students in kindergarten and grades 1–12, inclusive, will have access to the Interim Assessments and Digital Library. This estimate includes the students in grades 3–8 and 11 who also will have access to the Summative Assessments. ETS and AIR will host a server infrastructure with sufficient bandwidth, hardware, and software to provide the Smarter Balanced assessments and tools to up to 5.98 million students.

During the peak administration period for the Summative Assessments, the CDE, with SBE approval, may prioritize the use of the California K12HSN that may result in limiting access to the Interim Assessments. ETS and AIR will have procedures in place to limit the deployment of the Interim Assessments on the K12HSN as directed by the CDE. ETS and AIR will monitor overall server usage and will work with the CDE to share ongoing usage information with the K12HSN contractor and other stakeholders.

Services included for this task under this amendment will be limited to hosting the Interim Assessments. As indicated in legislation and the testing regulations, LEAs will be responsible for scoring student responses and reporting student results for the Interim Assessments. ETS may provide scoring and reporting of the Interim Assessments as a fee-based ancillary service to LEAs. An LEA will be responsible for entering in a separate contract with ETS for these services.

13.B. Report Utilization Rates to CDE

ETS and AIR will monitor usage of the Interim Assessments from October 1, 2014, through the end of the 2014–15 school year. Status reports will be provided to the CDE during the weekly management meetings. During peak usage, more frequent reporting will be provided if requested by the CDE or the SBE.

Usage information may include the following:

- Number of students that accessed the Interim Assessments
- Number of started and completed Interim Assessments
- Concurrent users
- Access by content area or test section

ETS will work with the CDE to determine the usage information that will be reported.

In addition to providing usage information, ETS and AIR will administer surveys and conduct focus groups to collect user feedback specifically about the Interim Assessments. These Interim Assessment surveys and focus groups will be coordinated with the surveys and focus groups planned for the Summative Assessments.

By September 30, 2015, ETS will deliver a utilization report to the CDE that summarizes usage of the Interim Assessments and feedback from users.

Task 14: Coordinate with Independent Evaluator

The legislation establishing the CAASPP assessment program called for an independent evaluation of the impact of this requirement and of the quality of the CAASPP assessments. ETS will provide support to the CDE in response to requests from the independent evaluator.

14.A. Attend Meetings

ETS will participate in meetings convened by the CDE and the independent evaluator for the purposes of identifying and providing the information necessary for the evaluation. The ETS Executive Director and Director of Operations will have access to other ETS and subcontractor staff that may participate in the meetings. ETS assumes that meetings related to the independent evaluation will be held at the CDE offices or by phone.

14.B. Provide Materials and Data

ETS will provide all necessary materials and data to the independent contractor. ETS assumes that these materials and data will be generated from the activities described in Tasks 1 through 13 and that there will be no new activities, materials, or data generated specifically for the independent evaluation.

14.C. Provide Written Response to Concerns in the Independent Evaluator Report

ETS will provide a written response to any concerns that may be included in the independent evaluator report.