

**The Regents of the University of California,  
on behalf of the University of California Santa Cruz Extension  
CDE Agreement # CN170202, Amendment 1**

**SCOPE OF WORK**

**I. GENERAL SCOPE:**

The Contractor will provide leadership and resources for the Smarter Balanced formative tools, interim, and summative assessments that are a part of the California Assessment of Student Performance and Progress (CAASPP), as well as the California Educator Reporting System (CERS) for CAASPP and English Language Proficiency Assessments for California (ELPAC) as described herein.

**II. CONTRACT MONITORS:**

The CDE assigns John Boivin, [jboivin@cde.ca.gov](mailto:jboivin@cde.ca.gov), (916) 445-8765, as the State Contract Monitor to oversee this project. Said State Contract Monitor is not authorized by the State to make any commitments or make any changes which will affect the price, terms or conditions of this agreement without a formal contract amendment.

The Contractor assigns Christyan Mitchell, [christyan.mitchell@smarterbalanced.org](mailto:christyan.mitchell@smarterbalanced.org), (310) 210-8594, as the Contractor Contract Monitor to oversee this project. Said Contractor Contract Monitor is not authorized by the State to make any commitments or make any changes which will *affect* the price, terms or conditions of this agreement without a formal contract amendment.

**III. MEMBER CONTACTS (Updates to Exhibit A of the Attached MOU):**

<b>Member Title</b>	<b>Contact Information</b>
<b>State Lead</b>	Michelle Center, Director Assessment Development and Administration Division (916) 319-0802, mcenter@cde.ca.gov
<b>Member Representative</b>	Michelle Center, Director Assessment Development and Administration Division (916) 319-0802, mcenter@cde.ca.gov
<b>Invoice Information for Member</b>	John Boivin Assessment Development and Administration Division 1430 N Street, Suite 4409 Sacramento, CA 95814

## **INTERAGENCY AGREEMENT – SCOPE OF WORK**

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## **BACKGROUND**

The California Department of Education (CDE) has an executed membership agreement with the University of California, Santa Cruz (UCSC) for services associated with the Smarter Balanced Assessment Consortium (SBAC). The aforementioned executed membership agreement is included as Appendix D of this agreement. Incorporated within that membership agreement is the development, deployment, maintenance and hosting of the California Educator Reporting System (CERS) for Smarter Balanced assessments. The CERS currently allows educators to view detailed student results from the Smarter Balanced interim assessments at the group and individual student levels to help educators identify what students know and can do and where they might need additional support to master the content. This agreement expands and customizes the configuration, deployment, maintenance, and hosting of the CERS for the following statewide assessments in California:

- Summative and Alternate English Language Proficiency Assessments for California (ELPAC)
- California Assessment of Student Performance and Progress (CAASPP) non-Smarter Balanced assessments
- Smarter Balanced summative assessments

### **TASK 1 – Summative and Alternate ELPAC Educator Reporting**

In accordance with the budget attached as Attachment B and the schedule of deliverables attached as Appendix C, UCSC will develop a version and will provide student assessment data reporting services for the Summative and Alternate ELPAC. The UCSC will configure the CERS to provide services for the Summative and Alternate ELPAC. Such data reporting services shall be substantially similar to the data reporting services UCSC provides to CDE for SBAC assessments under the SBAC membership agreement.

The UCSC will accept, store, and deliver paper-pencil and electronic summative test results for the ELPAC system as defined herein. The UCSC will provide a system for receiving and storing electronic files for the summative student test results data provided by the CDE's testing contractor. The built-in features of the CERS will be deployed to host and report summative test results.

The UCSC also will customize CERS to allow authorized users in local educational agencies (LEAs) to access and download these electronic student test results data files in a user-friendly format in accordance with CDE policies, as such policies may be revised from time-to-time.

## 1.1 Reporting System Launch Cycle

The UCSC will follow an industry standard software development life cycle for provisioning, testing, launching, and supporting the Summative and Alternate ELPAC reporting within the existing CERS. These activities are detailed in Appendix B: Reporting System Launch Cycle.

The UCSC will utilize summative ELPAC data from the 2017–18 and 2018–19 school years to conduct the cycle of activities involved in launching the ELPAC test results within the CERS. This initial process will enable a daily feed of Summative ELPAC test results data beginning in 2019-20 and for the Alternate ELPAC test results data beginning in 2021-22. A timeline for key activities is included in Table 1.

Table 1: Key Activities for Task 1

Assessment	Associated School Year	Agree to Data File Layout (CDE, UCSC, and Testing Contractor)	Transfer Pilot Data to UCSC (Testing Contractor)	Validate Pilot Data (UCSC)	Pilot Dates (UCSC)	Transfer Production Data to UCSC (Testing Contractor)	Move Results into Production (UCSC)
Summative ELPAC (batch upload)	2017-18 2018-19	Sept 2018	Mar-Apr 2019	May 2019	May-Jun 2019	Aug 2019	Aug-Oct 2019
Summative ELPAC (daily feed)	2019-20 2020-21 2021-22	Sept 2019	N/A	N/A	N/A	Feb 2020 Feb 2021 Feb 2022	Feb 2020 Feb 2021 Feb 2022
Summative Alternate ELPAC (daily feed)	2021-22	Sept 2021	N/A	N/A	N/A	Feb 2022	Feb 2022

The UCSC will ensure CERS meets both the reporting system minimum requirements attached hereto and the final functional requirements developed hereunder which add detail. The UCSC will work with the CDE, the CDE's testing contractor(s), and other stakeholders to determine the final functional system requirements, subject to the approval of the CDE. For a list of the reporting system minimum requirements, see Appendix A.

## TASK 2 - CAASPP Non-Smarter Balanced Assessment Educator Reporting

In accordance with the budget attached as Attachment B and the schedule of deliverables in Appendix C, the UCSC will provide student assessment data reporting services for the CAASPP non-Smarter Balanced assessments including: California Alternate Assessments

(CAA) for English Language Arts/Literacy (ELA), Mathematics, and Science; California Science Test (CAST), and California Spanish Assessment (CSA) as described herein. Such data reporting services shall be substantially similar to the data reporting services UCSC provides to CDE for SBAC assessments under the SBAC membership agreement.

The UCSC will accept, store, and deliver paper-pencil and electronic test results that the CDE requires for the aforementioned assessments. The UCSC will provide a system for receiving and storing electronic files for the student test results data provided by CDE's testing contractor. The built-in features of the CERS will be deployed to host and report summative test results.

The UCSC also will customize CERS to allow authorized users in local educational agencies (LEAs) to access and download these electronic student test results data files in a user-friendly format in accordance with CDE policies, as such policies may be revised from time-to-time.

## **2.1 Reporting System Launch Cycle**

The UCSC will follow an industry standard software development life cycle for provisioning, testing, launching, and supporting CAASPP non-Smarter Balanced assessment reporting within the existing CERS. These activities are detailed in Appendix B: Reporting System Launch Cycle. A reporting system launch cycle will be implemented for each of the five assessments: (1) CAST, (2) CAA for ELA, (3) CAA for Mathematics, (4) CAA for Science, and (5) CSA. This initial process will enable a daily feed of CAASPP non-Smarter Balanced test results data beginning in 2020-21. A timeline for key activities is included in Table 2.

Table 2: Key Activities for Task 2

<b>Assessment</b>	<b>Associated School Year</b>	<b>Agree to Data File Layout (CDE, UCSC, and Testing Contractor)</b>	<b>Transfer Pilot Data to UCSC (Testing Contractor)</b>	<b>Validate Pilot Data (UCSC)</b>	<b>Pilot Dates (UCSC)</b>	<b>Transfer Production Data to UCSC (Testing Contractor)</b>	<b>Move Results into Production (UCSC)</b>
<b>CAST (batch upload)</b>	2018-19	May 2019	June 2019	July 2019	Aug-Sept 2019	Oct 2019	Nov-Dec 2019
<b>CAST (batch upload)</b>	2019-20	May 2020	N/A	N/A	N/A	Oct 2020	Nov-Dec 2020
<b>CAST (daily feed)</b>	2020-21 2021-22	May 2020	N/A	N/A	N/A	Jan 2021 Jan 2022	Jan 2021 Jan 2022
<b>CAA for ELA and Mathematics (batch upload)</b>	2015-16 2016-17 2017-18	May 2019	June 2019	July 2019	Aug-Sept 2019	Oct 2019	Nov-Dec 2019
<b>CAA for ELA and Mathematics (batch upload)</b>	2019-20	May 2020	N/A	N/A	N/A	Oct 2020	Nov-Dec 2020
<b>CAA for ELA and Mathematics (daily feed)</b>	2020-21 2021-22	May 2020	N/A	N/A	N/A	Jan 2021 Jan 2022	Jan 2021 Jan 2022
<b>CSA (batch upload)</b>	2018-19	May 2019	June 2019	July 2019	Aug-Sept 2019	Oct 2019	Nov-Dec 2019
<b>CSA (batch upload)</b>	2019-20	May 2020	N/A	N/A	N/A	Oct 2020	Nov-Dec 2020
<b>CSA (daily feed)</b>	2020-21 2021-22	May 2020	N/A	N/A	N/A	Jan 2021 Jan 2022	Jan 2021 Jan 2022
<b>CAA for Science (batch upload)</b>	2019-20	May 2020	June 2020	July 2020	Aug-Oct 2020	Oct 2020	Nov-Dec 2020

<b>Assessment</b>	<b>Associated School Year</b>	<b>Agree to Data File Layout (CDE, UCSC, and Testing Contractor)</b>	<b>Transfer Pilot Data to UCSC (Testing Contractor)</b>	<b>Validate Pilot Data (UCSC)</b>	<b>Pilot Dates (UCSC)</b>	<b>Transfer Production Data to UCSC (Testing Contractor)</b>	<b>Move Results into Production (UCSC)</b>
<b>CAA for Science (daily feed)</b>	2020-21 2021-22	May 2020	N/A	N/A	N/A	Jan 2021 Jan 2022	Jan 2021 Jan 2022

The UCSC will ensure CERS meets both the reporting system minimum requirements attached hereto and the final functional requirements developed hereunder which add detail. The UCSC will work with the CDE, the CDE's testing contractor(s), and other stakeholders to determine the final functional system requirements, subject to the approval of the CDE. For a list of the reporting system minimum requirements, see Appendix A.

### **TASK 3 – Smarter Balanced Member Services**

#### **3.1 Memorandum of Understanding and Agreement**

The UCSC will fulfill all requirements in the Smarter Balanced membership memorandum of understanding (MOU) as indicated in Appendix D: Memorandum of Understanding and Agreement.

#### **3.2 Smarter Balanced Assessment Educator Reporting**

In accordance with the budget attached as Attachment B and the schedule of deliverables attached as Appendix C, the UCSC will provide student assessment data reporting services for the Summative Smarter Balanced Assessments for ELA and Mathematics as part of the MOU. The Interim Smarter Balanced Assessments for ELA and Mathematics will continue to be reported in the CERS as part of the MOU.

The UCSC will accept, store, and deliver paper-pencil and electronic Summative Smarter Balanced Assessments for ELA and Mathematics test results that the CDE requires for the CAASPP system. The UCSC will provide a system for receiving and storing electronic files for the summative student test results data provided by CDE's testing contractor. The built-in features of the CERS will be deployed to host and report summative test results.

The UCSC also will customize CERS to allow authorized users in local educational agencies (LEAs) to access and download these electronic student test results data files in a user-friendly format in accordance with CDE policies, as such policies may be revised from time-to-time.

#### **3.3 Reporting System Launch Cycle**

The UCSC will follow an industry standard software development life cycle for provisioning, testing, launching, and supporting Summative Smarter Balanced Assessments for ELA and Mathematics reporting within the existing CERS. These activities are detailed in Appendix B: Reporting System Launch Cycle. A reporting system launch cycle will be implemented for each of the Summative Smarter Balanced Assessments for ELA and Mathematics as part of the MOU. This initial process will enable a daily feed of Summative Smarter Balanced Assessments for ELA and Mathematics test results data beginning in 2020-21. A timeline for key activities is included in Table 3.

Table 3: Key Activities for Task 3

<b>Assessment</b>	<b>Associa ted School Year</b>	<b>Agree to Data File Layout (CDE, UCSC, and Testing Contractor)</b>	<b>Transfer Pilot Data to UCSC (Testing Contractor)</b>	<b>Validate Pilot Data (UCSC)</b>	<b>Pilot Dates (UCSC)</b>	<b>Transfer Production Data to UCSC (Testing Contractor)</b>	<b>Move Results into Production (UCSC)</b>
<b>Summative Smarter Balanced Assessment for ELA and Mathematics (batch upload)</b>	2014-15 2015-16 2016-17 2017-18 2018-19	May 2019	June 2019	July 2019	Aug- Sept 2019	Oct 2019	Nov-Dec 2019
<b>Summative Smarter Balanced Assessment for ELA and Mathematics (batch upload)</b>	2019-20	May 2020	N/A	N/A	N/A	Oct 2020	Nov-Dec 2020
<b>Summative Smarter Balanced Assessment for ELA and Mathematics (daily feed)</b>	2020-21 2021-22	May 2020	N/A	N/A	N/A	Jan 2021 Jan 2022	Jan 2021 Jan 2022

The UCSC will ensure CERS meets both the reporting system minimum requirements attached hereto and the final functional requirements developed hereunder which add detail. The UCSC will work with the CDE, the CDE's testing contractor(s), and other stakeholders to determine the final functional system requirements, subject to the approval of the CDE. For a list of the reporting system minimum requirements, see Appendix A.

### **3.4 Application of Credits Earned under the Memorandum of Understanding and Agreement**

Section 5.1(b) of the MOU sets forth the process by which fee adjustments will be determined and where necessary fee adjustments will be made, including credits for overpayments in

excess of \$15,000. The MOU does not limit the CDE's and the Executive Director of the State Board of Education's (SBE) discretion in applying the credits against any amount it owes to the UCSC under any interagency agreement (including this one) or, subject to UCSC approval, requesting a refund. However, without limiting CDE's and the Executive Director of the SBE's discretion, it is in both parties interest to explore the possible use of credits for optional services provided under Exhibit B of the MOU by SBAC staff by following the annual process set forth in Section 3.6. The process set forth in Section 3.6 also applies if the UCSC elects to make available credits for reasons other than the process set forth in Section 5.1(b) of the MOU. Notice of the credit will be provided to the Executive Director of the SBE and the Department of Finance (DOF), via the Smarter Balanced State Lead. At no time shall the credit be applied toward any services that shall require an ongoing cost to preserve or maintain.

### **3.5 Notice and Service Offerings**

1. For the 2018–19 fiscal year (i.e., July 1, 2018 through June 30, 2019) the UCSC has granted CDE a credit in the amount of \$390,000 which will be used to offset the year-one (2018–19) costs to establish the project management and technical infrastructure necessary to complete the work described in tasks 1, 2, and 4.
2. For 2019–20 fiscal year and future years: Immediately following notice of a credit, and no later than June 30<sup>th</sup>, the UCSC shall schedule a meeting with the CDE and the Executive Director of the SBE to discuss the optional one-time services, against which such credit, if any, could be applied. The services offered by the UCSC may include the following:
  - a. Additional Service Enhancements to the Educator Reporting Services: The UCSC shall offer additional service enhancements to the educator reporting services for non-Smarter Balanced Assessments described in Tasks 1 and 2, such as additional functionality through additional software modifications, student data analytics, etc.
  - b. Assessment-based Professional Development Services: The UCSC will offer services to address the diversity of professional learning needs around California's comprehensive assessment system by collaborating with the CDE to enhance and supplement existing professional learning opportunities for educators, with an emphasis on how to utilize the comprehensive assessment system to inform their teaching practices and improve student learning.
  - c. Instructional Resources: The UCSC will offer services to work in collaboration with the CDE to develop additional instructional resources for inclusion in the Smarter Balanced Digital Library related to content areas assessed on the CAASPP non-Smarter Balanced Assessments.
  - d. Data Analysis in Support of Continuous Improvement: The UCSC will offer services to collaborate with the CDE to identify and expand on the analysis of data

to support the continuous improvement of the assessments. The data analysis may include, but not necessarily be limited to, the identification of academic achievement trends, strengths, and weaknesses.

3. As a follow-up to the meeting, the UCSC will submit a draft work plan and a statement of cost to the CDE and the Executive Director of the SBE for review and comment as specified in Task 4.7, CDE Review and Approval Process. The statement of cost shall not exceed the amount of the credit received.
4. Following further negotiation and discussion, the UCSC shall submit a revised proposed work plan and a statement of cost to the CDE and the Executive Director of the SBE for approval as specified in Task 4.6, Final Document Specifications and Task 4.7, CDE Review and Approval Process. The proposed work plan will not be implemented unless and until signed approval is received by CDE Contract Monitor and the Executive Director of the SBE, and the Department of Finance has been notified of the approval.

## **TASK 4 – Coordination and Communication with the CDE**

### **4.1 Schedule of Deliverables**

A detailed schedule of deliverables is set forth as Appendix C: Schedule of Deliverables. The Schedule of Deliverables, as shown in Appendix C: Schedule of Deliverables, is a list of all items that will be delivered to the CDE under the proposed Scope of Work (SOW). Each deliverable listed in the Schedule of Deliverables includes a unique identifier, item description, and start and completion dates.

The UCSC will use the Schedule of Deliverables to create a detailed Project Schedule in Microsoft Project annually, on or before June 1<sup>st</sup>, to the CDE Contract Monitor for review and approval. Regular reviews of the Schedule of Deliverables and Project Schedule will be conducted during the management meetings described in Task 4.2. The purpose of these reviews is to discuss the recent progress of scheduled tasks, upcoming tasks, and the likelihood of remaining on schedule with key upcoming critical milestones. All proposed changes to the Project Schedule pertaining to deliverables must be approved by CDE before any revisions are made to the schedule.

To track the Schedule of Deliverables, the UCSC will submit a Schedule Variance Status Report that identifies any tasks that are behind schedule and propose a plan for successfully completing the deliverable(s). For tasks that will be delivered late, the UCSC will track the original due date versus the actual delivery date and provide a summary report at the end of each project fiscal year. Attachment B details the payment withhold clause for project tasks.

The Project Schedule will include detailed information on resource and work associated with the Reporting System to comply with State Information Technology (IT) Management Guidelines.

## 4.2 Management Meetings

UCSC staff will schedule and facilitate bi-weekly (i.e., every other week) management meetings with the CDE. The UCSC staff will continue to scope each meeting, develop agendas, and produce appropriate materials. The UCSC Program Manager (PM) will provide to the CDE Contract Monitor a draft agenda no fewer than two working days before the meeting by e-mail. After receiving input from the CDE Contract Monitor, the UCSC PM will send the CDE a final agenda by e-mail, no less than one working day before the meeting.

The meetings may be conducted via telephone and/or using Web-based video conferencing. Attendees will include the UCSC PM, the CDE Contract Monitor, and other UCSC and CDE staff as needed.

In each of the bi-weekly management meetings, the UCSC PM will ensure that the following topics are addressed:

- Review of the Schedule of Deliverables and Project Schedule as described in Task 4.1
- Status of deliverables
- Budget status
- Discussion of any issues, risks, or concerns regarding the implementation of the interagency agreement
- Review of upcoming meetings

The UCSC PM will submit notes of all meetings via e-mail to the appropriate CDE staff within two business days after each meeting. These notes will address all tasks, with particular emphasis on questions or issues regarding the interagency agreement fulfillment and coordination. The UCSC will post these meeting notes on a Web-based SharePoint site maintained by the UCSC and accessible by both the CDE and UCSC staff.

## 4.3 Coordination with the CDE's Testing Contractor and CDE Entities and Staff

UCSC staff will coordinate activities for the implementation of the CERS, at the direction of the CDE, and involving the CDE Outreach and Technical contractor and the CDE's testing contractor. The California Identity Management System (CIMS) as provided by the CDE's testing contractor will be utilized.

**Coordination with the CDE's Testing Contractor.** The UCSC PM will manage the overall coordination activities with the CDE's testing contractor and with CDE entities and staff. The UCSC PM or designee will take the lead in maintaining the coordination plan and participating in the contractor meetings, where coordination between the UCSC and the contractor is required, and scheduled by the CDE's testing contractor.

**Attendance at Other Meetings.** At the request of the CDE Contract Monitor, a UCSC Executive Director or an appropriate designee will participate in a maximum of two in-person SBE meetings each fiscal year to report on the progress of activities and deliverables.

The UCSC PM and a technical representative will attend one in-person planning meeting each fiscal year at the CDE offices. The UCSC is responsible for the costs associated with attending the annual one-day meeting each fiscal year, as shown in the budget attached as Attachment B.

The UCSC PM or designee, at the request of the CDE Contract Monitor, will participate in additional meetings on topics related to the reporting system, including, but not limited to, risk meetings (via telephone twice per month), meetings with the CDE's testing contractor and other meetings deemed necessary by the CDE Contract Monitor.

#### **4.4 Transition of Contracts**

Prior to the end of the interagency agreement (June 30, 2022), the UCSC will work closely with the CDE to develop and implement a plan and schedule for transitioning the educator reporting services work to a subsequent contractor. The UCSC will deliver all required materials, including, but not limited to, reports and electronic data files, the open source code for versions of CERS used by CDE and supporting documents for versions of CERS (the open source reporting application) used by the CDE (including a complete set of business and functional requirements that describe the system as it operates at the time of transition), on a schedule to be determined by the CDE, by December 31 of the year preceding the interagency agreement end date. One UCSC project management team member will serve as a transition manager to assist the succeeding contractor until the end of the existing interagency agreement term.

#### **4.5 Records and Notes**

For all meetings between the UCSC and the CDE, including, but not limited to, management meetings and program committee meetings, the UCSC will elaborate on the meeting agenda by adding the list of all those who were present and their affiliation, as well as any decisions and action items, and document any assignments or tasks for follow-up that were determined during the meeting. These notes will be submitted in a format required by the CDE. The UCSC will keep secure electronic copies of all the final records throughout the term of the interagency agreement unless otherwise directed by the CDE.

The UCSC will e-mail notes from meetings and other conference calls to the CDE Contract Monitor for approval within two business days after the conclusion of the meeting. Upon approval by the CDE Contract Monitor, the UCSC PM or designee will send approved notes within two working days to a distribution list created by the UCSC PM and CDE Contract Monitor.

The UCSC will keep secure electronic copies of all the final interagency agreement documents for five years after the final payment of the agreement period.

#### 4.6 Final Document Specifications

The UCSC will ensure that all deliverables produced under this interagency agreement conform to appropriate CDE guidelines and requirements. The UCSC will ensure that at least one member of the project team (either at the UCSC or through a key subcontractor) has the knowledge, skills, abilities, and prior experience and expertise to adhere to all guidelines and requirements relating to documents as listed below. If necessary during the interagency agreement period, the UCSC may request to meet with CDE Web Art staff, at the UCSC's expense, to obtain answers to questions about accessibility requirements and request Web Art staff to review a small sample of deliverables to help guide the process.

- All deliverables documents (e.g., progress reports, user guide) produced under this interagency agreement must meet requirements of the *CDE Style Manual* and the *CDE Correspondence Guide*. The *CDE Style Manual* requirements do not apply to the look and feel of the application, which will be consistent with the existing application.
- All documents produced under this agreement (e.g., meeting minutes) must meet Section 508 of the federal Rehabilitation Act. In addition, any document that will be posted on the Internet (whether on the CDE Web site or an outside source) must meet CDE Web Standards, including the CDE Accessibility Standards outlined in *California Education Code (EC)* Sections 11135 – 11137. All documents translated into languages other than English will be tagged in that language to ensure full accessibility.
- Electronic copies of all final files must be provided to the CDE in MS Word 2010 or a later version, InDesign, Illustrator, or other applications as appropriate.
- All PowerPoint documents that will be posted on the Internet will be delivered with a text-only MS Word version, with fully equivalent alternative text for every non-text element (e.g., graphics, pictures, charts, graphs, images, and graphical representations of texts and symbols).

Any and all data files created as part of the work described in this interagency agreement and intended for delivery to CDE will be delivered to the CDE in text files, using a CSV format qualified with double-quotes, field delimited or fixed-length format, or other format as determined by the CDE. The file must be encrypted using the FIPS 140-2 validation product so the file can be incorporated into MS Access and MS SQL Server databases.

#### 4.7 CDE Review and Approval Process

The UCSC will ensure that all materials and/or deliverables submitted to the CDE Contract Monitor have been reviewed and approved by the UCSC PM and are free of any typographical or grammatical errors and are presented in a professional format in adherence with the requirements specified in Task 4.6, Final Document Specifications.

The UCSC will document all submissions, approvals, orders for correction, and disapprovals from the CDE in writing and on the Deliverables Tracking Template maintained on SharePoint, or other means agreed to by the CDE Contract Monitor that is accessible to the CDE Contract Monitor and other key CDE staff. If the CDE rejects a deliverable or product as unacceptable, the UCSC PM shall make required corrections within the time frame required by the CDE. An approval/sign-off for any deliverable will be provided only when the CDE is satisfied with the submission. The UCSC is responsible for any costs associated with making modifications to deliverables necessary to obtain the CDE Contract Monitor approval.

Failure of the UCSC to obtain prior CDE Contract Monitor approval of deliverables or products shall not relieve the UCSC of performing related responsibilities or providing related deliverables and products to the CDE. The UCSC will accept financial responsibility for failure to meet agreed-upon timelines and quality standards. The CDE is not liable for payment of any work which begins without prior CDE approval.

Unless otherwise specified in the interagency agreement, or in writing by the CDE Contract Monitor, the UCSC will perform each of the following:

1. Allow at least 10 working days for the CDE Contract Monitor to review the first submission of a deliverable that was reviewed and approved by the UCSC PM.
2. The UCSC will make all modifications within five working days from receipt of the changes directed by the CDE Contract Monitor. The UCSC PM will contact the CDE Contract Monitor within two working days of the receipt of the changes to establish a different due date in cases where the scope of changes exceeds what can be accomplished within the three working day period.
3. Allow the CDE Contract Monitor at least five working days to review the modified submission.
4. Make modifications to the second submission within two working days of the final CDE Contract Monitor review. The UCSC PM will contact the CDE Contract Monitor within one working day of the receipt of changes to establish a different due date in cases where the scope of changes exceeds what can be accomplished within the two-working day period.
5. Allow the CDE Contract Monitor at least five working days to review the final submission that was reviewed and approved by the UCSC PM.

#### **4.8 Monthly Progress Reports and Invoices**

The UCSC will provide a monthly written progress report to the CDE Contract Monitor by e-mail within 15 working days after the last day of each month for review and approval.

At a minimum, each monthly progress report must adhere to the *CDE Style Manual* and *CDE Correspondence Guide* and include each of the following:

- Task number and title, description of task, a report of activities completed, and deliverables produced during the prior month
- An update of current or ongoing activities and the progress noted for each
- Unanticipated outcomes or issues
- Root-cause analyses about issues
- Tasks planned for completion the following month

Each monthly progress report must reflect all tasks specified in the corresponding monthly invoice. In addition, the monthly progress report will be signed by the UCSC PM and submitted to the CDE Contract Monitor along with the monthly invoice. The CDE will not approve invoices for payment on this interagency agreement without an approved monthly progress report.

If the UCSC or the CDE identifies a problem or an issue with a task, deliverable, or other interagency agreement-related issue, the UCSC must notify the CDE Contract Monitor within one working day and submit a root-cause analysis report, in Microsoft Word format, as part of the monthly progress report within 30 calendar days after initial detection. At a minimum, each root-cause analysis report must carry out the following:

- Identify the issue.
- Evaluate the significance and impact of the issue.
- Identify the root cause of the issue and the responsible party.
- Assign responsibility for taking corrective action.
- Recommend actions to prevent recurrence of this or similar issues.
- Implement a new process or quality controls as necessary.
- Determine what to do with failed items.
- Record permanent changes in process documentation.

#### **4.9 Data Security**

All data collected or received by the UCSC in connection with the services hereunder shall be considered CDE data and governed by the existing data sharing agreement between the parties, also referred to as Designation of Authorized Representative and FERPA Compliance Agreement, as such Agreement may be amended or restated from time-to-time.

#### **4.10 Change Control Management Plan**

The UCSC will manage the work through a structured change management process. First, the UCSC will establish baselines for scope and schedule at the outset of each software development cycle. The UCSC will continue to utilize the established change log to document and track change requests, and will continue to use the review process to confirm that requests are vetted with the appropriate stakeholders. Project leadership will then submit change requests to assess impacts and gain agreement on how to address those impacts in support of a formal approval process. As soon as a change request is approved with appropriate signoffs, the UCSC will update the change log, integrate changes into the project plan, and reestablish baseline schedules, if necessary.

## Appendix A: Reporting System Minimum Requirements

The following table lists the reporting system minimum requirements for the CERS. The UCSC will work with the CDE, the CDE's testing contractor(s), and other stakeholders to determine the final functional system requirements, subject to the approval of the CDE.

Table 4: Reporting System Requirements

<b>Rqt #</b>	<b>Type</b>	<b>Requirement</b>
<b>ARC-01r</b>	Architecture	The reporting solution must use an open-source architecture that is transferrable to and allows operation, maintenance and enhancements by other third-party providers at the end of an agreement period.
<b>ARC-02r</b>	Architecture	The reporting solution must be extensible to allow for adding other assessments in the future.
<b>ARC-03r</b>	Architecture	<p>The reporting solution must be accessed by the same logon as that which is used for the Digital Library.</p> <p>During the testing and pilot period the reporting solution and the Digital Library will use the existing Smarter Balanced Single Sign-On (SSO) system which has been used for reporting on interim assessments since 2015.</p> <p>In coordination with the CDE and its testing contractor, Smarter Balanced will coordinate a conversion in which both the Smarter Balanced Reporting Service and Smarter Balanced Digital Library will subscribe to the same SSO service as used for all other assessment services in California.</p>
<b>ARC-04r</b>	Architecture	The reporting solution must be accessible (508- and WCAG 2.0 AA-compliant).
<b>ARC-06r</b>	Architecture	Reporting System is built to support 35,000 concurrent users (20,000 provided for as part of consortium membership fees associated with task 3, and 15,000 provided for by costs associated with work done in tasks 1 and 2). The UC will notify CDE when concurrent users hit the 20,000 mark.
<b>COL-01a</b>	Collaboration	Collaborate with the CDE and contractors to maintain the integrity of the SSO. This requirement will need to be reconsidered if the SSO design changes.

Rqt #	Type	Requirement
INT-01a	Interface	Work with the CDE and contractors to participate in a SSO authorization solution that includes logons and support for the user base. This requirement will need to be reconsidered if the SSO design changes.
INT-02a	Interface	The authentication solution must accept security permissions from the contractor system: using Security Assertion Markup Language (SAML) or Open Authorization (OAuth) standards to accept identity packages and encrypted authentication as “payloads.” This requirement will need to be reconsidered if the SSO design changes.
SEC-01a	Security	<p>Meet California published standards for system security, back-up, disaster recovery, availability, performance, and capacity. California’s published information security standards are provided in the <a href="#">California State Administrative Manual</a>, section 5300 – Information Technology – Office of Information Security. The specific sections are as follows:</p> <p><b>System Security</b>  <a href="#">Minimum Security Controls – 5300.5</a>  <a href="#">Information Security Program – 5305</a></p> <p><b>Back-up</b>  <a href="#">Information System Backups – 5325.6</a></p> <p><b>Disaster Recovery</b>  <a href="#">Technology Recovery Plan – 5325.1</a></p> <p><b>Availability, performance, and capacity</b>  <a href="#">Introduction – 5300</a></p>
SD-01r	System development	<p>Allow authorized users to download student test-level results in CSV or XLS format with test statistics, including domain (e.g. Listening, Speaking, Reading, Writing, the equivalent of a Smarter Balanced claim). The UCSC will demonstrate the existing system features to the CDE and get sign-off that they meet requirements prior to use.</p> <p>With the exception of scheduled system down-times, the UCSC must also conduct a match daily to link student results so that they display in a single place in the reporting system.</p>

Rqt #	Type	Requirement
<b>SD-02r</b>	System development	<p>Provide an authorized user the ability to obtain/download an electronic version of score results data by:</p> <ul style="list-style-type: none"> <li>• Statewide Student Identifier (SSID)</li> <li>• Grade level</li> <li>• School</li> <li>• LEA (District)</li> <li>• Primary Language Code</li> </ul> <p>Users will not be able to view assessment items or student responses. Assessments shall have no more than 6 sub-scores (equivalent to Smarter Balanced claims scores). Assessments shall have no more than 6 performance/achievement levels.</p>
<b>SD-03r</b>	System development	<p>Provide for the printing capability of individual student test results (generated by data, including domain). The UCSC will demonstrate the existing features to the CDE and get sign-off that they meet requirements.</p>
<b>SD-04r</b>	System development	<p>Provide aggregate reporting at the state, LEA, school, grade, and student group levels (including student demographic data and filtering), using Common Education Data Standards (CEDS.ed.gov) demographic categories plus Filipino ethnicity, Primary Language Code, and English Language Acquisition Status (ELAS) date.</p> <p>The UCSC will demo the existing features to the CDE and get sign-off that they meet requirements prior to use. CDE and the UCSC may agree to deviate from CEDS where CEDS does not provide sufficient specificity to meet the program goals.</p>
<b>SD-05r</b>	System development	<p>Store and maintain all received finalized test results (including test results revised as a result of successful rescoring/appeals) in historical raw data files for the duration of the agreement. Each fiscal year, historical data files may be archived in a secure off-line format. Corrected or revised records will override previous test results.</p>
<b>SD-06r</b>	System development	<p>Support a minimum of three years of historical data that are accessible to educators. Data older than three years may be archived in a secure off-line format for the life of the agreement.</p>

<b>Rqt #</b>	<b>Type</b>	<b>Requirement</b>
<b>SD-07r</b>	System development	Develop a process for annual maintenance, including the loading of test definitions for each new school year while preserving previous years' data. CDE and the UCSC will collaborate on a solution if test design changes cause new test definitions to be incompatible with previous years' data.
<b>SD-08r</b>	System development	Provide CDE authorized users (up to 10) with the ability to access the underlying data tables for analytical purposes. CDE and the UCSC will agree to a process to minimize any interruption to operational services that may result from these analyses.
<b>SD-09r</b>	System development	Accept and store test results. Test results will be delivered by the CDE's testing contractor to UCSC in a Test Results Transmission (TRT) format and using a Representative State Transfer (REST) protocol. UCSC will deliver to the CDE's testing contractor an addendum to the TRT specification that indicates TestID format, Subject Identifiers, and Subscore Identifiers specific to the CAASPP/ELPAC tests. See tables 1, 2, and 3.
<b>SD-10r</b>	System development	Provide a California member instance (i.e., a 'Sandbox') of the CERS to allow CDE staff and LEA staff members to provide training and demonstrations of the CERS to California stakeholders and LEA staff. The Sandbox is to be a standalone (independent of CERS) instance of the reporting system that provides a local mirror, or context, of the functionality of the CERS, but has no effect on the functioning of the CERS. The Sandbox is to contain 'dummy' data and will include a full range of functions.
<b>SD-11r</b>	System development	The CERS must maintain an availability rate of 99 percent, exclusive of the California school holidays, planned system release outages, and approved maintenance windows. The availability rate will be calculated between the hours of 6 a.m. and 6 p.m. PT Monday through Friday.
<b>UE-01r</b>	User experience	Provide a reporting user interface for LEAs (educators at the school and district levels) to access test results (current and historical). This will be the same experience presently offered to educators for the Smarter Balanced Interim Assessments for ELA and Mathematics.

<b>Rqt #</b>	<b>Type</b>	<b>Requirement</b>
<b>UE-02r</b>	User experience	Apply responsive web design principles to improve the user experience when accessing the reporting site from a variety of form-factors including, but not limited to tablets and smart phones.

## **Appendix B: Reporting System Launch Cycle**

The UCSC will follow an industry standard software development cycle with quality assurance and control as the drivers for the work. This cycle involves the following steps:

- Test and Data Format Agreement
- Quality Control Testing
- Documentation and Training
- Technical Support

These steps are further elaborated in the sections below.

### **Test and Data Format Agreement**

The UCSC will work with the CDE and the CDE's testing contractor(s) to agree on the test-level information that is necessary for programming the Educator Reporting System to display the assessment data. Test-level information includes variables such as: number of reporting categories, reporting category labels, reporting category score ranges, etc. The test-level information will be gathered by the UCSC.

The CDE's testing contractor(s) will transmit the data to the UCSC using the Test Results Transmission Format (TRT) that has already been established for Smarter Balanced Interim Assessments. Historical data and data for 2018-19 testing will be ingested through one-time batch uploads. Ongoing test results will be transferred through daily feeds using existing secure processes. Any changes to data transmission format must be pre-approved by the UCSC and the CDE.

The CDE's testing contractor will send the UCSC a portion of sample data according to the schedule included in this agreement with which quality control testing will be conducted. The UCSC will work with the CDE and the CDE's testing contractor(s) to validate the data format and ensure that it is in the correct format to be uploaded and represented in the Educator Reporting System.

### **Quality Control Testing**

Prior to data delivery to UCSC, CDE's testing contractor will ensure that data conforms to the specifications. The UCSC will perform a series of quality control (QC) and user acceptance testing (UAT) with historical sample data provided by the CDE's testing contractor(s). QC tests will be conducted by UCSC's internal technology team. These tests will ensure that test information is entered according to the specifications, and that the data was uploaded correctly. Next, UAT will be conducted with a small team of UCSC and CDE staff. The nature

of this UAT will be to verify functionality and sign-off on the test-level configurable information (i.e., category labels, etc.).

A pilot test will be conducted with a small group of educators nominated by the CDE prior to the first year of reporting. The pilot test will involve educators using the reporting system to view and analyze actual historical student data. The purpose of this pilot is to provide an authentic test of the Educator Reporting System with student data among a small group of educators. The educators will ensure functionality of the requirements. The UCSC will track any suggested changes to the Educator Reporting System in a feature requests document to be considered as future enhancements. The pilot test serves as the final step in quality control testing before the rollout of each set of assessment data.

### **Documentation and Training**

The UCSC will provide documentation and training to the CDE and the CDE's testing contractor(s) on the use of the Educator Reporting System to ensure that the CDE and the CDE's testing contractor have sufficient information to provide Tier 1 and Tier 2 support to users. The UCSC will use information from CDE-approved sources to develop program training and reference materials. These sources will include:

- User manuals (excluding an interpretive guide, unique videos, or formative resources on how to use the system and interpret data)
- Frequently asked questions (FAQs)
- Training materials and talking points for CDE and the California Technical Assistance Center (CalTAC) staff
- Suggestions regarding how the CalTAC may attempt to resolve common issues and requests (e.g., customer support center)
- Document the technical procedures to supplement CalTAC procedures, including a daily report to the CDE with statistics such as: number of concurrent users for the day, peak number of users for the day, 5 dates with the greatest number of users for the day, and greatest number of concurrent users for the day, etc.

The UCSC will provide documentation and training to CDE and CDE testing contractor staff that relates to tasks 1 and 2, as shown in Table 5.

Table 5: Technical Assistance Requirements

<b>Rqt #</b>	<b>Type</b>	<b>Requirement</b>
<b>TAC-01</b>	Technical assistance center	Provide training materials and talking points, frequently asked questions (FAQs), and suggestions regarding how the CalTAC may attempt to resolve common issues and requests.
<b>TAC-02</b>	Technical assistance center	Provide Tier 3 help desk support to assist with reporting issues consistent with the definition of Tier 3 support, as described on page 22.

### **Technical Support**

The UCSC will provide Tier 3 Support services for the reporting system to CalTAC. CalTAC (under a separate arrangement with CDE and CDE’s testing contractor) supports the CDE and LEAs during each annual administration. It is assumed that when CalTAC determines an issue is related to the educator reporting system, their staff escalate that to UCSC support, as described below.

#### *Tier 1 Support*

The CalTAC will provide Tier 1 services. Tier 1 offers the first line of customer support, addressing the most basic customer issues (e.g., general inquiries, nontechnical questions, password recovery, Web site navigation assistance, basic procedural “how-to” questions). In general, Tier 1 support will provide information that can be found in manuals. Questions about information not found in manuals (generally more technical in nature) will go to Tier 2 support. The UCSC will contribute to Tier 1 knowledge base in the form of FAQs and suggestions regarding solutions to common problems but will not otherwise support Tier 1.

#### *Tier 2 Support*

The CalTAC will provide Tier 2 services. Issues not resolved by Tier 1 support are automatically sent to Tier 2, which offers more in-depth technical support. Tier 2 customer support personnel are technicians who can assist with common mid-level technical questions, such as local system set-up, local network issues, and compliance with data and interoperability standards as well as applying technical solutions to issues that have established resolution methods. The UCSC will contribute to Tier 2 knowledge base in the form of FAQs and suggestions regarding solutions to common problems but will not otherwise support Tier 2.

#### *Tier 3 Support*

The UCSC will provide Tier 3 services to assist with access issues not resolved by the CalTAC. Tier 3 requires the greatest level of technical expertise and addresses the most complex technical problems. Tier 3 issues are handled by systems engineers and other technical experts and may require multiple interactions with a customer before the issue is resolved. They may identify these issues in the system that prevent a user from using the system (e.g., producing student reports). These are not enhancement requests or changes that address style formatting or preferences.

### **Appendix C: Schedule of Deliverables**

The Schedule of Deliverables will be compiled following SBE approval of the SOW, prior to execution of contract. Each deliverable listed in the Schedule of Deliverables will include a unique identifier, item description, and start and completion dates.

#### **Appendix D: Memorandum of Understanding and Agreement**

The currently operational Memorandum of Understanding and Agreement, that was previously executed on July 1, 2014, will be included in this contract as Appendix D, prior to execution of contract.

## Appendix E: Glossary

Table 6: Glossary

Term	Description
Accessibility Requirements	<p>Accessibility requirements include such standards and technology as:</p> <ul style="list-style-type: none"> <li>• Federal and state accessibility technical standards, as defined by Section 508, and based on the W3C Web Content Accessibility Guidelines 2.0 at the AA conformance level (WCAG2 AA)</li> <li>• Accessible design best practice for digital content and assessments, including principles of Universal Design for Learning and Assessment.</li> <li>• Compatibility with assistive technologies, including screen reading software and refreshable braille displays, screen magnification software, read aloud software, and alternative input devices</li> </ul>
Administration Year for CAASPP	<p>The administration year, in the context of this contract, refers to the period in which LEAs administer the CAASPP assessments. Generally, that period is August through July. The individual tests will be available according to the CAASPP testing regulations:</p> <ul style="list-style-type: none"> <li>• Smarter Balanced Interim Assessments—year round</li> <li>• CAA for Science—beginning on a date in September as determined by the CDE through July 15 or the next weekday following the 15th if the 15th is not a weekday.</li> <li>• Smarter Balanced Summative Assessments, CAST, CSA, CAA for ELA and Mathematics—beginning second Tuesday in January of each year through July 15 or the next weekday following the 15th if the 15th is not a weekday.</li> </ul> <p>LEAs must select a testing window that is appropriate for their schools and within the availability of the CAASPP tests.</p>
Administration Year for ELPAC	<p>The administration year refers to the period in which LEAs administer the ELPAC assessments. The statewide test administration period is July through June.</p>
AELPA	<p>Alternate English Language Proficiency Assessments. Term changed to “Alternate ELPAC” after CDE revision.</p>

<b>Term</b>	<b>Description</b>
AI scoring	Artificial intelligence scoring (also may be referred to as automated scoring) AI scoring uses a scoring engine (software) to evaluate responses to tasks that require test takers to write essays, fill in the blank, write mathematics equations, or give oral responses.
AIR	American Institutes for Research (AIR), an ETS subcontractor.
Alternate Assessments	See CAA.
Alternate ELPAC	Alternate English Language Proficiency Assessment for California The Alternate ELPAC are individually administered to English learners who have an individualized education program that indicates the use of an alternate assessment on statewide assessments. The Alternate ELPAC includes two tests: Initial Alternate ELPAC and Summative Alternate ELPAC. The Initial Alternate ELPAC is administered year round as needed from July through June. The Summative Alternate ELPAC is administered from February through May, as required by the ELPAC testing regulations.
APA	American Psychological Association
APH	American Printing House for the Blind
API	Application Programming Interface
APIP	Accessible Portable Item Protocol
ART	Administration and Registration Tools ART is used to provide user (i.e., LEA staff) access to the Digital Library and to the California Educator Reporting System (CERS) where Interim Assessment student test results reside.
ATF	Alternate Test Formats; see AAF.
AWS	Amazon Web Services AWS is the secure cloud-based service platform. AWS will be used to host the electronic student score reports.
BMIRT	Bayesian Multivariate Item Response Theory, a software program

Term	Description
CAAs	California Alternate Assessments (CAA) Content areas assessed by CAA include English-Language Arts, mathematics, and science (beginning 2016–17). The CAAs are individually administered to students who have an individualized education program that indicates the use of an alternate assessment on statewide assessments. All eligible students are required to participate in these online assessments. The CAAs for ELA and mathematics in grades three through eight and grade 11. The CAAs for Science will be administered to eligible students in grades five and eight and high school (grades 10, 11, or 12).
CAASPP	The assessments that include: Smarter Balanced Interim Assessment, Smarter Balanced Summative Assessments, CAAs (ELA, mathematics, and science), CAST, and CSA.
California Assessments (CAA)	The general term that refers to the collection of CAASPP and ELPAC assessments under this contract. The assessments include: Smarter Balanced Interim Assessment, Smarter Balanced Summative Assessments, CAAs (ELA, mathematics, and science), CAST, CSA, ELPAC, and Alternate ELPAC CBA.
California Assessment Delivery System	The general term that refers to the technology services and applications developed and hosted specifically by ETS and its subcontractors and is part of the California Assessment Technology Platform.
California Assessment Technology Platform	The general term that refers to the collection of technology services and applications developed and hosted by the CDE, ETS and its subcontractors and vendors, Smarter Balanced that work together to administer and report on the California assessment system. The California Assessment Technology Platform includes the California Assessment Delivery System, which is the system used to administer the test.
California Educator Reporting System (CERS)	The online reporting system developed for educators by Smarter Balanced for the CDE through an interagency memorandum of understanding (MOU). The CERS will replace AIR ORS during the life of the contract. The CERS will be based on the Smarter Balanced Interim Assessment Reporting System which has been in use by California since September 2017. When CERS is implemented by Smarter Balanced, the results for the following assessments will be reported in CERS: Smarter Balanced Interim Assessments, Smarter Balanced Summative Assessments, CAAs (ELA, mathematics, and science), CAST, CSA, ELPAC, and Alternate ELPAC CBA. See also ORS.

Term	Description
CALPADS	<p>California Longitudinal Pupil Achievement Data System A longitudinal data system owned and operated by CDE and used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting. CALPADS is the database of record for the school and LEA organization and for student demographic data used in CAASPP. (Source: <a href="http://www.cde.ca.gov/ds/sp/cl/">http://www.cde.ca.gov/ds/sp/cl/</a>)</p>
CalTAC	<p>California Technical Assistance Center CalTAC serves as the Tier 1 and Tier 2 help desk for LEA Testing Coordinators.</p>
CalTech	<p>California Office of Technology</p>
CA ELD Standards	<p>California English Language Development Standards</p>
CA NGSS	<p>Next Generation Science Standards for California (CA NGSS). See CAST.</p>
CA NGSS Alternate	<p>California Alternate Assessments for Science (CAA for Science)—formerly known as CA NGSS Alternate</p>
CA-PMF	<p>California Project Management Framework—formerly the California Project Management Methodology (CA-PMM)</p>
CASEMIS	<p>California Special Education Management Information System</p>
CAST	<p>California Science Tests Based on the Next Generation Science Standards for California (CA NGSS), these tests are administered online to all students in grades five and eight and high school (grades 10, 11, or 12). Formerly referred to as the CA NGSS assessments.</p>
CAT	<p>Computer adaptive test The computer adaptive testing engine uses a student’s answers to find the appropriate level of difficulty for the student to answer subsequent questions. For every claim assessed on the test, questions are available that are very easy, easy, medium, hard, and very hard. Students who are able to correctly answer more difficult questions move up the difficulty scale more quickly. Students who answer incorrectly are given easier questions and move down the difficulty scale to accommodate their learning. Strong foundational skills make a critical difference in building student confidence to answer challenging questions. (Source: <a href="http://www.cde.ca.gov/ta/tg/ca/sbteacherguides.asp">http://www.cde.ca.gov/ta/tg/ca/sbteacherguides.asp</a>)</p>

<b>Term</b>	<b>Description</b>
CBT or CBA	Computer-based tests, computer-based assessment, or computer-based administration.
CCCs	Cross Cutting Concepts
CCSS	California Common Core State Standards
CCSS en Español	California Common Core State Standards en Español
CCSSO	Council of Chief State School Officers
CDS	County-District-School
CIMS	California Identity Management System Through the CIMS, users will be able to seamlessly navigate between various modules of the Assessment Delivery System and also will be able to navigate to CDE-authorized third-party systems such as the Smarter Balanced Digital Library and the California Educator Reporting System.
Connectors	Core Content Connectors
CR	Constructed Response CR items prompt students to write a short written or numerical response. CR items may be hand scored or machine scored. (Source: <a href="http://www.cde.ca.gov/ta/tg/ca/sbacparentguides.asp">http://www.cde.ca.gov/ta/tg/ca/sbacparentguides.asp</a> )
CSA	California Spanish Assessments The CSA will assess reading, writing, and listening in Spanish, and will be aligned with the California Common Core State Standards en Español, which will include linguistic augmentations specific to the Spanish language. LEAs may voluntarily administer these tests to students in grades three through eight and high school. Formerly referred to as the primary language assessment in Spanish.
CSEM	Conditional standard errors of measurement
CSRs	Customer Support Representative
CSV	Comma separated values
DCIs	Disciplinary Core Ideas
DEAM	Department of Education Administration Manual
DEI	Data Entry Interface
Deliverable	Deliverables are specifically identified in the SOW as the product of a task or requirement.

<b>Term</b>	<b>Description</b>
Dev-to-dev	The dev-to-dev test involves each of the application areas passing interface test data through all connecting systems, to ensure data can be processed correctly by all the systems. The dev-to-dev test follows the unit testing done by each application area, and occurs prior to the full Software Test cycle.
DIF	Differential item functioning
DOF	California Department of Finance
DoR	Database of Record, maintains the authoritative record of tests administered and completed.
DR/BC	Disaster Recovery and Business Continuity. Also referred to separately as “DR” and “BC.”
EC	Education Code
EL	English learner
ELA	English-language arts or English-language arts/literacy
ELAS	English Language Acquisition Status
ELD	English Language Development
ELP	English Language Proficiency
ELPAC	English Language Proficiency Assessment for California ELPAC includes two tests: Initial ELPAC and Summative ELPAC. The Initial ELPAC is administered year round as needed from July through June. The Summative ELPAC is administered from February through May, as required by the ELPAC testing regulations.
ETS	Educational Testing Service
EUs	Essential Understandings
FAQs	Frequently asked questions
FERPA	Family Educational Rights and Privacy Act
FIPS	Federal Information Processing Standard
FISMA	Federal Information Security Management Act
FKSAs	Focal Knowledge, Skills, and Abilities
FT	Field test FTs serve as “tests of the tests,” allowing experts to gauge the accuracy and reliability of individual test items before finalizing the assessments for full-scale use. As such, no FT scores will be produced or reported. (Source: <a href="https://www.cde.ca.gov/">https://www.cde.ca.gov/</a> )

<b>Term</b>	<b>Description</b>
Gatekeeper Process	The standard deliverable review process which will be used for planning purposes.
IABs	Interim Assessment Blocks
IAHSS	Interim Assessment Hand Scoring System. See THSS.
IBIS	ETS's proprietary Item Banking Information System
ICAs	Interim Comprehensive Assessments
IdP	Identity Provider An IdP is an online service provider that authenticates users.
IEP	Individualized education program
IESA	Inter-Enterprise Security Assessment
IFEP	Initial Fluent English Proficient
IMS	Information Management System
Instructional Year	See School Year.
IPO	Information Protection Office
IRR	Inter-rater reliability
IRT	Item Response Theory
ISAAP	Individual Student Assessment Accessibility Profile
ISMS	Information Security Management System
ISO	International Organization for Standardization
IT	Information Technology
JAWS	Job Access with Speech. JAWS is a computer screen reader program.
K12HSN	The K–12 High Speed Network
LEA	Local educational agency
LMS	Learning management system
LST	Local Scoring Tool
MI	Measurement Incorporated, a subcontractor for ETS
MLE	Maximum likelihood estimation
MOU	Memorandum of Understanding
MPP	Microsoft Project Plan
MST	Multistage Adaptive Test

<b>Term</b>	<b>Description</b>
NCME	National Council on Measurement in Education
NCSC	National Center and State Collaborative
NGSS	Next General Science Standards (national version)
NIST	National Institute of Standards and Technology
NLP	Natural Language Processing. A branch of AI that involves how computers handle interactions with human language, specifically in regards to understanding, interpret, and manipulating human language. <sup>1</sup>
Non-Smarter Balanced Assessments	The non-Smarter Balanced Assessments include: CAA for ELA and Mathematics, CAA for Science, CAST, CSA, Initial ELPAC (paper and CBA), Summative ELPAC (paper and CBA, Initial Alternate ELPAC CBA, and Summative Alternate ELPAC CBA. See also Smarter Balanced Assessments.
OAuth	Open Authorization Standards
Open-source TDS	Open-source Test Delivery System The Smarter Balanced Assessment Consortium released the open-source TDS for public use and updates. Currently, CDE does not use the open-source TDS.
ORR	Operational Readiness Review Also referred to as the system implementation readiness assessments.
ORS	Online Reporting System ORS, or AIR ORS, is a proprietary online reporting system owned by AIR, an ETS subcontractor, for CAASPP. Authorized users use ORS to access CAASPP summative assessment test results. Assessments reported in ORS include the Smarter Balanced Summative Assessments, CAAs for ELA and mathematics, STS (2015–16 and 2016–17),-and CST/CMA/CAPA for Science. AIR ORS will not be used to report ELPAC or Alternate ELPAC CBA results. See also California Educator Reporting System.
OSC	Oracle Service Cloud
OWASP	Open Web Application Security Project
p values	A term used in item analyses, “p values” refers to item difficulty.

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<sup>1</sup> [https://www.sas.com/en\\_us/insights/analytics/what-is-natural-language-processing-nlp.html](https://www.sas.com/en_us/insights/analytics/what-is-natural-language-processing-nlp.html)

<b>Term</b>	<b>Description</b>
PBT or PPT	Paper-based tests or Paper-pencil tests.
PCI DSS	Payment Card Industry Data Security Standard
PGE	Parent Guardian Exemptions
PLD	Performance Level Descriptor
PMP	Project Management Plan
PPV	Post-production validation
Practice Test	The Practice Tests provide students with grade-specific testing experiences that are similar in structure and format to the Summative Assessments. (Source: <a href="http://www.cde.ca.gov/ta/tg/ca/">http://www.cde.ca.gov/ta/tg/ca/</a> )
Primary Language Assessment	See CSA.
PT	Pacific Time
PT	Performance Task PTs are a complex set of tasks in which students engage to demonstrate their understanding. For example, students may be asked to conduct research and then write an argumentative essay, using sources as evidence. Or they may be asked to solve a complex problem in mathematics. PTs integrate knowledge and skills across many areas and standards. (Source: <a href="http://www.cde.ca.gov/ta/tg/ca/sbacparentguides.asp">http://www.cde.ca.gov/ta/tg/ca/sbacparentguides.asp</a> )
Public Web Reporting	The public Web reporting site provides CAASPP test results at the aggregate level. See <a href="http://caaspp.cde.ca.gov/">http://caaspp.cde.ca.gov/</a> .
QC	Quality control
QM	Quality Monitor, checks for scoring anomalies in the scoring system.
QTI	The IMS Question and Test Interoperability (QTI) specification.
RDR	Red Dog Records, a subcontractor to ETS
REST	Representational State Transfer
RLA	Reading/language arts
RM	Release Management
RSVP	Rotating Score Validation Process
RTM	Requirements traceability matrix
RTO	Recovery Time Objectives
RTQs	Released Test Questions

<b>Term</b>	<b>Description</b>
SAE18	Standards for Attestation Engagements No. 18
SAM	California State Administrative Manual
SAML	Security Assertion Markup Language
SAP	Summarize an Academic Presentation, audio files which will be available for the 2018–19 Summative ELPAC administration.
SAS	Statistical Analysis System®
SBE	State Board of Education
School Year	Also referred to as Instructional Year. The school year is defined by <i>California Education Code</i> “as not less than 175 days during the fiscal year and for not less than the minimum school day established by or pursuant to law” [5 CCR § 2].
SCOE	Sacramento County Office of Education
SDLC	Software Development Life Cycle. The SDLC process is a combination of waterfall and agile software development processes.
Secure Browser	The secure browser prevents students from accessing other computer or Internet applications or copying test information. All computers that will be used for testing must have the correct secure browser installed.
Section 508	Section 508 of the federal Rehabilitation Act
Selected-response items	Selected-response items prompt students to choose one or more answers. (Source: <a href="http://www.cde.ca.gov/ta/tg/ca/sbacparentguides.asp">http://www.cde.ca.gov/ta/tg/ca/sbacparentguides.asp</a> )
SEPs	Science and Engineering Practices
SFTP	Secure File Transfer Protocol
SIF	Standard Interchange Format
SIMM	State Information Management Manual

Term	Description
Single Sign-on	<p>Single sign-on refers to the application or process that authorized users must use to log into one or more systems. For the 2018–19 administration, dual logins are required to access the various assessments systems (i.e., CAASPP, ELPAC and Smarter Balanced) and the components with these systems. In order to administer the summative and interim assessments and access the formative assessment resources, teachers and administrators need access to both systems.</p> <p>Beginning with the 2019–20 administration, ETS will implement and host the California Identity Management System (CIMS) that allows for numerous user roles and permissions based on the functions that each user must perform in order to complete their responsibilities for the California assessment system. Through the CIMS users will be able to seamlessly navigate between various modules of the Assessment Delivery System and also will be able to navigate to CDE-authorized third-party systems such as the Smarter Balanced Digital Library and the California Educator Reporting System. (Source: <a href="http://www.cde.ca.gov/ta/tg/ca/">http://www.cde.ca.gov/ta/tg/ca/</a>)</p>
SIS	Student Information System
SLA	Service level agreement. Agreement that defines the level of service expected from the service provider and performance measures.
Smarter Balanced Assessments	<p>The Smarter Balanced Assessments specifically include the Smarter Balanced Interim Assessments and the Smarter Balanced Summative Assessments.</p> <p>See also Non-Smarter Balanced Assessments.</p>
Smarter Balanced Digital Library (DL)	<p>The Smarter Balanced Digital Library consists of tools (e.g., assessment literacy and other resources, professional learning resources, and playlists) and instructional practices designed to help teachers utilize formative assessment processes for improved teaching and learning in all grades. These optional resources are available to all K–12 teachers in public schools.</p>
Smarter Balanced Interim Assessments (IA)	<p>The interim assessments are aligned with the Common Core State Standards (CCSS) for ELA and mathematics. They are specifically designed to provide meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the summative assessments. The interim assessments may be administered to students in kindergarten through grade 12. These tests are administered online.</p>

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Smarter Balanced Summative Assessments	The Smarter Balanced Summative Assessments are comprehensive end-of-year assessments in ELA and mathematics that are aligned with the Common Core State Standards (CCSS) for ELA and mathematics and measure progress toward college and career readiness. The summative assessments are administered to students in grades three through eight and grade 11. These tests are administered online.
SOW	Scope of work
SR	Selected Response. See selected-response items.
SSID	Statewide Student Identifier
SSL	Secure socket layer encryption
Target Reports	Target Reports are a new resource for administrators and teachers. These reports show the relative performance of groups of students on assessment targets within a claim area. The reports show how a group of students performed on a target compared to the overall performance on the test. ELA is intended to be learned as an integrated content area. Using the formative assessment process, specific evidence for each target may be collected in multiple parts of an integrated task. By reflecting on students' time-on-task and their opportunities for mastery throughout the year in each target area, teachers are able to compare the intended learning of groups of students with the evidence of learning on the Smarter Balanced assessments. (Source: <a href="http://www.cde.ca.gov/ta/tg/ca/sbteacherguides.asp">http://www.cde.ca.gov/ta/tg/ca/sbteacherguides.asp</a> )
TCC	Test characteristic curve, a method which ETS bases all scaled scores for the CAA for ELA and mathematics, CAST, and Initial and Summative ELPAC assessments.
TDS	A Test Delivery System is used by students to take computer-based assessments. The AIR TDS is a proprietary system owned AIR, an ETS subcontractor, for this contract. Authorized users use the TDS to set up and manage test sessions. Students use the TDS for the California assessment system.
TEI	Technology-enhanced item TEIs prompt students to edit text or draw an object. (Source: <a href="http://www.cde.ca.gov/ta/tg/ca/sbacparentguides.asp">http://www.cde.ca.gov/ta/tg/ca/sbacparentguides.asp</a> )

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THSS	Teacher Hand Scoring System The THSS will be used by teachers locally to score performance tasks or constructed-response items administered for the Smarter Balanced Interim Assessment and the Initial ELPAC.
TIS	Test integration system The TIS is an open-source application developed by Smarter Balanced to manage test data to and from the systems maintained by Smarter Balanced. See the Smarter Balanced applications site: <a href="https://github.com/SmarterApp/TDS_TestIntegrationSystem/blob/master/README.md">https://github.com/SmarterApp/TDS_TestIntegrationSystem/blob/master/README.md</a> .
TOMS	Test Operations Management System TOMS is a proprietary system owned by ETS and is used to manage test administration settings such as test administration windows, user roles, student test registration, and test settings. TOMS also can be used to access test results.
Training Test	The Training Tests provide students with the opportunity to quickly become familiar with the software and interface features. The Training Tests are organized by grade bands (e.g., 3–5). (Source: <a href="http://www.cde.ca.gov/ta/tg/ca/">http://www.cde.ca.gov/ta/tg/ca/</a> )
TRT	Test Results Transmission The TRT is the format required by Smarter Balanced to receive CAASPP and ELPAC assessment data for inclusion in the Smarter Balanced Data Warehouse for subsequent reporting into the California Educator Reporting System.
TTS	Text-to-Speech, also known as “read aloud”
UAT	User acceptance testing
UI	User Interface
UIN	Unique identification number
URL	Uniform Resource Locator
W3C®	World Wide Web Consortium
WCAG	Web Content Accessibility Guides
WebART	Web Application Review Team
WER	Writing Extended Response (e.g., essay)
Working Day	A business day
XLS	Microsoft® Excel format