# Official seal of the California Department of Education. California Department of Education Request for qualifications california assessment system STAGE ONE CN220002

RFQ RELEASE DATE: APRIL 20, 2020

Informational Contractor Webinar Date: April 23, 2020

Intent to Submit Due Date: May 15, 2020

Submission Due Date: June 11, 2020

California Department of Education

Assessment Development and Administration Division

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California Department of Education

Request for Qualification (RFQ) CN220002

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## purpose

The California Department of Education (CDE) is issuing this Request for Qualifications (RFQ) document as Stage One of a four-stage process to procure its next assessment contract for five administrations of the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) systems, collectively known as the California Assessment System, beginning July 1, 2022, and continuing through December 31, 2027. The goal of this approach is to identify an assessment contractor with the capacity and expertise to successfully implement the California Assessment System. The process is competitive and open, utilizing standardized scoring criteria, in an effort to determine whether potential contractors are qualified to provide the critical components of the assessment programs. Any contractor that passes Stage One, in accordance with **Section 6, Evaluation Process** for Stage One, will be invited to Stage Two, in which the mandatory demonstration package will be issued at the beginning of Stage Two in accordance with the **table 1, Schedule of Events,** outlined in **Section 4, General Submission Information**.

The CDE is issuing this RFQ to complete Stage One of this process (See **Section 3, Procurement Approach**). This RFQ solicits submissions for the evaluation of contractors’ capacity and expertise to develop, administer, score, analyze, and report assessments as well as implement a technology solution in support of the CAASPP as defined in California *Education Code* (*EC*) sections 60601 through 60649 and the ELPAC as defined in *EC* sections 313 and 60810. The CDE cannot guarantee that any future business will result from the information provided, nor shall it pay for the information provided or the resources used to participate in this procurement process. Costs for developing a response to this RFQ are the sole responsibility of the submitter and shall not be charged to the State of California.

## 2. Background

The CAASPP system was established pursuant to Chapter 498, Statutes of 2013 (Assembly Bill 484, Bonilla) and became effective on January 1, 2014, with technical amendments added pursuant to Chapter 32, Statutes of 2014 (Senate Bill 858, Committee on Budget and Fiscal Review). *EC* 60602.5(a) specifies that the CAASPP system has the primary purpose of assisting teachers, administrators, and pupils and their parents; improving teaching and learning; and promoting high-quality teaching and learning using a variety of assessment approaches and item types. The statute provides for the development and administration of assessments through the use of technology, where feasible. In addition, many summative assessments are used for state and federal accountability purposes (<https://www.caschooldashboard.org/about/accountability>).

Per *EC* Section 60605.7, California joined the Smarter Balanced Assessment Consortium (Smarter Balanced) in June 2011 as a governing state for the development of English language arts/literacy (ELA) and mathematics assessments. As stipulated in *EC* Section 60640(b)(1), the Smarter Balanced assessments measure the Common Core State Standards (CCSS) for ELA and mathematics adopted by the California State Board of Education (SBE). The three components of the Smarter Balanced Assessment System—summative assessments, interim assessments, and Tools for Teachers, consisting of formative assessment resources—are designed to support teaching and learning throughout the school year.

As addressed in state law, the CAASPP summative assessments include:

* Smarter Balanced Summative Assessments for ELA and mathematics
* California Alternate Assessments (CAAs) for ELA, mathematics, and science— for students with the most significant cognitive disabilities, as designated in their individualized education program (IEP)
* California Science Test (CAST)
* California Spanish Assessment (CSA) for Spanish reading/language arts

The ELPAC includes the following assessments:

* Initial ELPAC—used to identify students as being either English learners (ELs) or fluent in English
* Summative ELPAC—used to measure progress toward English language proficiency for students identified as ELs
* Alternate ELPAC—for students with the most significant cognitive disabilities, as designated in their IEP

The CAASPP and most ELPAC assessments are computer-based tests that measure what students know and can do. Within the ELPAC, the kindergarten through grade two Writing domain will continue to be a paper–pencil administration. The CAASPP and ELPAC assessments produce scores that can be aggregated and disaggregated for the purpose of informing parents/guardians, local educational agencies (LEAs), the public, and the state about students’ achievement in their learning of the California academic content standards and English language development and proficiency. The assessments (1) provide individual student results to students, parents/guardians, and teachers; (2) produce school-, LEA-, and county- and state-level results that allow for the monitoring of progress; and (3) produce results to meet the requirements of the Every Student Succeeds Act (ESSA), enacted on December 10, 2015, which reauthorized the Elementary and Secondary Education Act of 1965. Under the federal requirements of ESSA, all states accepting Title I federal funds for use by LEAs must assess students as follows:

* For reading/language arts and mathematics, administer annual summative assessments in each of grades three through eight and once in high school
* For science, administer annual summative assessments in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve)
* For English language proficiency, administer an initial assessment for identification purposes and then annually for identified ELs in kindergarten through grade twelve, inclusive

CAASPP tests are used to meet federal requirements through the administration of the following:

* The Smarter Balanced Summative Assessments and the CAAs for ELA and mathematics in grades three through eight and grade eleven
* The CAST and CAA for Science in grades five and eight and one time in high school (once in grade ten, eleven, or twelve) (All grade twelve students who have not yet taken a science assessment in high school are required to take either the CAST or the CAA for Science, if identified in their IEP.)

ELPAC tests are used to meet the federal requirements through administration of the following:

* The Initial ELPAC for identification purposes in kindergarten through grade twelve, inclusive
* The Summative ELPAC for identified ELs in kindergarten through grade twelve, inclusive

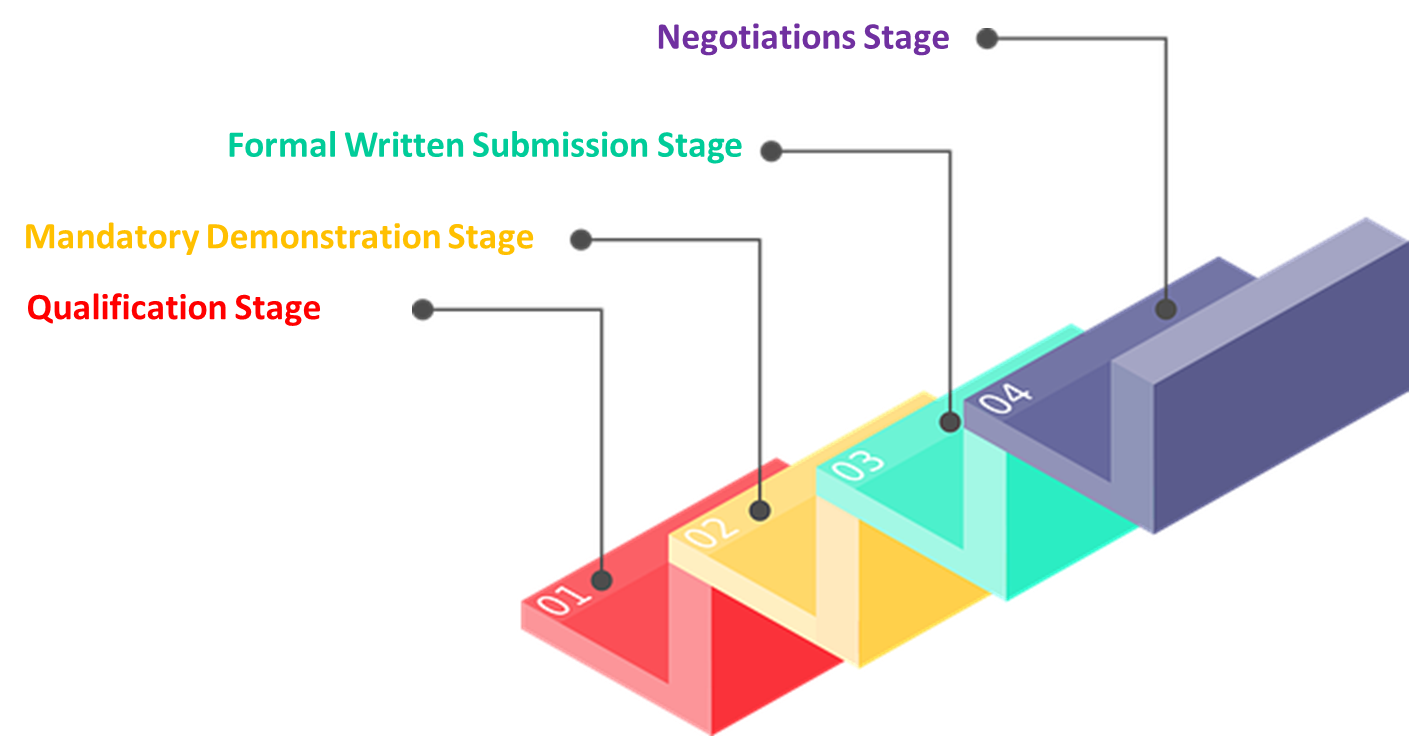
The CAASPP and ELPAC contracts were competitively procured, separately, in 2015. At that time, the CAASPP contract encompassed the technology infrastructure. In 2018, the ELPAC was integrated into the CAASPP contract, which included the development and administration of both the CAASPP and the ELPAC through the 2021–2022 school year. The current contract will expire at the end of December 2022. The current scope of work is available at <https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item08a3.pdf>. For a full copy of the current executed contract, refer to Section 4, General Submission Information, Questions, and Clarifications.

The current contract is a cost reimbursement, service-based contract that includes sufficient hardware, software, materials, technical support, and specialized resources to support the capacity and growth of assessment operations throughout the term of the contract. The system operates year-round, with minimal downtimes (i.e., weekend maintenance, overnight updates, etc.).

In 2018–2019, more than 19 million interim and summative assessments were administered. On May 8, 2019, the system infrastructure supported up to 683,673 concurrent users. Also, in 2019, the delivery of Student Score Reports transitioned to an electronic process, reducing the need for the processing of paper reports and in postage.

## 3. Procurement Approach

The CDE is using a four-stage approach to the procurement of the assessment contract. The goal of this approach is to identify potential assessment contractor(s) with the capacity and expertise to successfully implement the California Assessment System. The following graphic outlines the four-stage open and competitive procurement process.



### Stage One—Qualification

The purpose of Stage One is to provide potential contractors with background information related to the California Assessment System and to identify potential contractors and their subcontractors that meet a minimum level of capacity and expertise for inclusion in the next procurement round, Stage Two.

Stage One utilizes an RFQ submission, which is an opportunity for potential contractors to complete the required forms and provide narratives regarding their capacity and expertise in the identified key areas of qualification. RFQ submissions will be evaluated according to predefined criteria, and contractors will be scored on both a pass/fail qualification and a point-based qualification, as detailed in **Appendix A: Stage One Scoring Guide**.

### Stage Two—Mandatory Demonstrations

During Stage Two, those contractors who successfully pass Stage One will be asked to complete a set of activities that will determine their expertise to provide assessment services that are critical to California. Potential contractors who proceed to Stage Two will be provided a new requirement package at the beginning of the stage in accordance with the **table 1, Schedule of Events,** which is locatedin **Section 4, General Submission Information**. This process will provide potential contractors with the opportunity to run formal tests on their products and obtain measurable results to be submitted to the CDE for evaluation.

At this point, potential contractors will receive the evaluation criteria for Stage Two. In Stage Two, contractors will be scored on both a pass/fail qualification and point-based qualification for each mandatory demonstration, similar to the scoring in Stage One. Appendix D outlines the areas of focus for demonstrations. At the conclusion of the mandatory demonstrations in Stage Two, the CDE will determine which contractors met the minimum score requirements necessary in Stage Two to demonstrate that they have the capacity and expertise necessary to implement the key areas of the California Assessment System. CDE will then report to the SBE, at a publicly noticed meeting, which contractor(s) successfully passed both Stages One and Two and will move forward to Stage Three. At this same time, it is expected that the SBE will detail its goals and priorities to be included in the Stage Three draft scope of work.

### Stage Three—Formal Written Submission

In accordance with the **table 1, Schedule of Events,** located in **Section 4, General Submission Information**, the potential contractor(s) who are invited to participate in Stage Three will be provided a new requirements package. The requirements package will detail specific criteria for a formal written submission of a draft scope of work. The draft scope of work is expected to include, but not be limited to, the following tasks:

* Comprehensive plan and schedule of deliverables
* Program support services
* Technology services
* Test security
* Accessibility and accommodations
* Assessment development
* Test administration
* Scoring and analysis
* Reporting

In addition, a draft proposed budget and transition plan, contingent on the availability of an appropriation for this purpose, will be required to be submitted, which shall consider the requirements and priorities identified by the SBE and the CDE. The draft scope of work and proposed budget submitted by each potential contractor will undergo a point-based evaluation by the CDE. Based on the results of the evaluation, the CDE will make a recommendation to the SBE, at a publicly noticed meeting, to designate a single contractor to move forward with Stage Four.

### Stage Four—Negotiations

In Stage Four, a draft contract will be negotiated by the CDE, the SBE, and the California Department of Finance (DOF) staff based on the Stage Three formal written submission of the draft scope of work, the assessment system requirements, and priorities, as well as projected funding. After negotiations are completed with the potential contractor, the resulting draft contract for five administrations will be taken back to the SBE for final consideration and approval at a publicly noticed meeting.

NOTE: Contract funding is contingent on appropriation in the annual state Budget Act. The selected contractor will be required to sign the CDE’s contract agreement forms, including terms and conditions, in addition to signing a contract that incorporates the final negotiated scope of work and budget documents. The CDE advises potential contractors to view the CDE-required contract forms, terms, and conditions prior to Stage Four to ensure that there is no impediment to signing. These forms can be found at <https://www.dgs.ca.gov/OLS/Resources/Page-Content/Office-of-Legal-Services-Resources-List-Folder/Standard-Contract-Language>.

## 4. general submission information

### Contractor Eligibility

Sole proprietorships, partnerships, public or private agencies, and unincorporated organizations or associations may participate in this procurement process. The contractor must be legally constituted and qualified to do business within the State of California. If required by law, any business entity required to be registered with the California Secretary of State must submit a current Certificate of Good Standing issued by the California Secretary of State. The required document(s) may be obtained through the Secretary of State’s Certification Unit at 916-657-5251 or through the website at <http://www.sos.ca.gov/business/be/information-requests.htm>.

Note: Allow sufficient time to obtain the certificate from the California Secretary of State.

If the potential contractor’s legal status does not require a filing or registration with the California Secretary of State, a separate paragraph in the Stage One submission must clearly state the bidder’s legal status and evidence that it is legally constituted and qualified to do business with the State of California. With the exception of organizations whose legal status precludes incorporation (i.e., public agencies, sole proprietorships, partnerships) potential contractors that are not fully incorporated by the deadline for submission will be disqualified.

The potential contractor responding to this RFQ must serve as the Prime Contractor and will be the responsible entity in ensuring that all tasks and activities are competently and successfully completed.

### Schedule of Events

The RFQ activities and deadlines are displayed in **table 1, Schedule of Events,** below. The schedule shown is tentative and subject to change. Additional details will be added to the schedule with the release of each new stage.

**Table 1. Schedule of Events**

| **Activity** | **Action Date** |
| --- | --- |
| Stage One: RFQ Release by the CDE | April 20, 2020 |
| Informational Webinar (overview of process) by the CDE | April 23, 2020  10 a.m. PST |
| Stage One: Questions Due from Potential Contractors | April 30, 2020  Must be received by 5 p.m. PST |
| Stage One: Questions/Answers Posted on CDE Website | May 7, 2020 |
| Stage One: Intent to Submit Form Due from Potential Contractors | May 15, 2020  Must be received by 5 p.m. PST |
| Stage One: Submission Due from Potential Contractors | June 11, 2020  Must be received by 5 p.m. PST |
| Stage One: Complete Evaluation Submission by the CDE | July 2, 2020 |
| Stage Two: Mandatory Demonstration Released by the CDE | August 1, 2020 |
| Stage Two: Submission Due by Potential Contractors | November 3, 2020 |
| Stage Two: Complete Evaluation Submission by the CDE | December 4, 2020 |
| SBE Action: CDE Reports to SBE the Potential Contractor(s) Who Successfully Passed Stages One and Two and Solicits Goals and Priorities from the SBE | January 2021 SBE Meeting |
| Stage Three: Release Invitation to Submit Draft Scope of Work and Proposed Budget to Potential Contractor(s) Who Passed Stages One and Two | January 2021 |
| Stage Three: Formal Written Submission(s) Due from Potential Contractor(s) | April 2021 |
| Stage Three: Complete Evaluation of Formal Written Submission(s) by the CDE | May 2021 |
| SBE Action: CDE Recommendation to SBE of an Assessment Contractor to Enter Into Contract Negotiations | July 2021 SBE Meeting |
| Stage Four: Commence Contract Negotiations with the CDE, the SBE, and DOF Staff | July 2021 |
| SBE Action: CDE Recommendation to Approve Contract Documents | November 2021 SBE Meeting |
| Engage in Contracting Process | November 2021–May 2022 |
| Contract Overlap | July 1–December 31, 2022 |
| Contract Start Date | July 1, 2022 |

### Intent to Submit

Interested contractors are required to complete and submit the **Attachment 1, Stage One: Intent to Submit form**, as described in the directions on the form. A Stage One submission will not be accepted unless the **Attachment 1, Stage One: Intent to Submit form** is submitted and received by the CDE by the date and time specified in **table 1, Schedule of Events**.

### Questions and Clarifications

Interested contractors may submit questions, requests for clarification, concerns, and/or comments (hereinafter referred to collectively as “questions”) regarding this RFQ. All questions must be submitted in writing with the contractor’s name, email address, and telephone number. The contractor should specify the relevant section and page number of the RFQ for each question submitted. Questions must be received by the **date and time specified in table 1, Schedule of Events.** The CDE will make every effort to email and post its responses to the questions to all who submitted the **Attachment 1, Stage One: Intent to Submit form** by the May 7, 2020 due date**.** At its discretion, the CDE may not respond to questions that are submitted late or not in proper form. The CDE reserves the right to rephrase or not answer a question submitted.

All questions must be submitted by email. It is the potential contractor’s responsibility to ensure that questions are received in a timely manner. Address emails to Laura Glaser at [lglaser@cde.ca.gov](mailto:lglaser@cde.ca.gov) with the subject line “RFQ Questions.”

The current scope of work can be accessed at <https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item08a3.pdf>.

To request a copy of the current executed California Assessment System contract, contact Laura Glaser at [lglaser@cde.ca.gov](mailto:lglaser@cde.ca.gov) with the subject line “California Assessment System Contract Request.”

The State General Terms and Conditions GTC 04/2017 are not negotiable. The General Terms and Conditions can be found at: <https://www.dgs.ca.gov/OLS/Resources/Page-Content/Office-of-Legal-Services-Resources-List-Folder/Standard-Contract-Language>.

### Costs of Preparing a Submission

The costs of preparing and delivering the RFQ submission, as well as future stage submissions, are the sole responsibility of the potential contractor. The CDE will not provide reimbursement for any costs incurred or related to the potential contractor’s involvement or participation in the procurement process.

### Request for Qualifications Cancellation and/or Modification

The CDE reserves the right, for any reason, at the CDE’s sole discretion, to do any of the following:

* Cancel this RFQ.
* Modify this RFQ as needed.
* Reject any or all submission packets received in response to this RFQ.

## 5. Request for qualifications (Stage One) submission specifications

### Submission Requirements

Each contractor’s RFQ Stage One submission must contain all of these required items: one original (clearly marked “original”) Stage One submission along with all required attachments; five copies of the original Stage One submission along with all required attachments; and one electronic copy of the submission and required attachments on a portable drive. Refer to the **Required Forms/Attachments** section, below, for attachments that must accompany the RFQ submission.

### Required Forms/Attachments

The contractor’s RFQ submission must be submitted as specified in the **Submission to CDE Section,** below, and must include the correctly completed attachments listed in this section. Failure to complete the attachments correctly, submission of incomplete attachments, and/or excluding attachments may cause your Stage One submission to be deemed nonresponsive and, therefore, rejected. *Note*: Attachment 1 is not included in this list because it is due prior to the other attachments; see **Section 4**, **Intent to Submit**.

* 1. **Attachment 2, Stage One—Contractor Certification Sheet**. The form must be completed and signed by an individual who is authorized to bind the potential contractor contractually. Only an individual who is authorized to contractually bind the potential contractor shall sign the Bidder Certification Sheet. The individual signing the Contractor Certification Sheet must indicate his/her position title. The mailing address, telephone number, and email address of the authorized representative who signed the Contractor Certification Sheet must be included.
  2. **Attachment 3, Stage One—Contractor Certification Clauses (CCC 04/2017)**. The CCC 04/2017 must be completed, signed with an original signature of the individual who is authorized to bind the potential contractor, and dated.
  3. **Attachment 4, Stage One—Federal Certifications**. This form must be completed, signed with an original signature of the individual who is authorized to bind the potential contractor, and dated.
  4. **Attachment 5a, Stage One—Darfur Contracting Act Certification**. This form must be completed if the business entity (potential contractor) currently or within the previous three years has had business activities or other operations outside the United States. Or, if the business entity (potential contractor) has not within the previous three years had business activities or other operations outside the United States, the **Attachment 5b, Stage One—Darfur Contracting Act Certification Supplemental** form must be completed. Attachment 5a or 5b must be signed with an original signature of the individual who is authorized to bind the potential contractor and dated.
  5. **Attachment 6, Stage One—California Civil Rights Laws Certification**. This form must be completed, signed with an original signature of the individual who is authorized to bind the potential contractor, and dated.
  6. **Attachment 7, Stage One—Client References**
  7. **Attachment 8, Stage One—Subcontractors**
  8. **Attachment 9, Stage One: Qualification One—Computer-based and Adaptive Assessments Form**
  9. **Attachment 10, Stage One: Qualification Two—System Access Through a Single Sign-on Form**
  10. **Attachment 11, Stage One: Qualification Three****—Test Delivery System Form**
  11. **Attachment 12, Stage One: Qualification Four—Scoring and Reporting Form**
  12. **Attachment 13, Stage One: Qualification Five—Secure Browsers Form**
  13. **Attachment 14, Stage One: Qualification Six—Reporting of Test Results Form**
  14. **Attachment 15, Stage One: Qualification Seven—Item Types and Standards Form**
  15. **Attachment 16, Stage One: Qualification Eight—Item Bank and Test Forms Form**
  16. **Attachment 17, Stage One: Qualification Nine—Item Development and Review Process Form**
  17. **Attachment 18, Stage One: Qualification Ten—Universal Tools, Designated Supports, Accommodations, and Unlisted Resources Form**

### Conditional Attachments

Attachments 19 and 20 and the Certificate of Good Standing are required to be completed by the successful contractor of this RFQ, upon award of the contract, and do not need to be included with the potential contractor’s Stage One submission. However, contractors are required to certify on the Contractor Certification Form (RFQ Attachment 2) that Attachment 19 and Attachment 20 will be completed and signed in accordance with the instructions indicated in this RFQ:

1. **Attachment 19—Conflict of Interest and Confidentiality Statement**. This form must be completed, signed, and dated by the successful contractor, and all its subcontractors, as a condition of receipt of the executed contract. By signing the **Attachment 2, Stage One: Contractor Certification Sheet**, the contractor agrees to comply with this requirement.
2. **Attachment 20—California Department of Education Computer Security Policy** This form must be completed, signed, and dated by the contractor, subcontractors, and each of their employees, agents, and representatives prior to engaging in services to CDE related to this RFQ and the resulting contract. All forms must be kept on file by the contractor and subcontractors and made available to the CDE upon request as a condition of receipt of the contract. By signing the Contractor Certification Sheet, (RFQ Attachment 2), the contractor agrees to comply with this requirement.
3. **Certificate of Good Standing**—Sole proprietorships, partnerships, public or private agencies, and unincorporated organizations or associations may participate in this procurement process. The contractor must be legally constituted and qualified to do business within the State of California. If required by law, any business entity required to be registered with the California Secretary of State must submit a current Certificate of Good Standing issued by the California Secretary of State. The required document(s) may be obtained by calling the Secretary of State’s Certification Unit at 916-657-5251 or requesting through the website at <http://www.sos.ca.gov/business/be/information-requests.htm>.

### Submission to CDE

1. Stage One submission packets must provide clear and concise descriptions of the potential contractor’s ability to satisfy the requirements of this RFQ. The submission packet must include all requirements specified in this RFQ. Significant omissions, inaccuracies, or misstatements may be sufficient cause for rejection of a submission.
2. The submission packet must include a table of contents that identifies, by page number, all the section and subsection headings, including the submission of documents in the same order presented in this RFQ.
3. The original submission packet must be marked “ORIGINAL.” All documents contained in the original submission packet must have original signatures and must be signed by the person who is authorized to bind the contract. All additional sets of the submission packet may contain photocopies of the original package. The submission packet should be prepared in the least expensive method.
4. Submission packets must be received by the CDE no later than the time, day, and date specified in **table 1, Schedule of Events**. The submission package(s)/envelope must be plainly marked “CONFIDENTIAL,” with the RFQ number and title, your firm name, and address, as shown in the following example:

Business Name

12345 Any Street,

Any City, CA 55555

California Assessment System

Request for QualificationsStage One - CNXXXX

If the submission is made under a fictitious name or business title, the actual legal business name of the potential contractor also must be provided.

1. All submissions shall include the documents identified in this RFQ’s **Appendix C, Submission Checklist**. Submissions not including the proper required attachments may, at the reasonable discretion of the CDE, be deemed nonresponsive.
2. Submissions may be mailed or delivered. It is solely the responsibility of the contractor to ensure that the package is received by the CDE by the date and time specified in this RFQ. The submission package(s), if mailed or sent through third-party delivery services, must be addressed to the following location:

Attention: Michelle Glipa

California Department of Education

Assessment Development and Administration Division

1430 N Street, Suite 4409

Sacramento, CA 95814-5901

1. Each submission will be reviewed to determine whether it meets the requirements.
2. A potential contractor may withdraw its entire submission by submitting a written withdrawal request to the CDE that is signed by the potential contractor’s authorized representative. A potential contractor may thereafter submit a new submission prior to the submission deadline. Submissions may not be withdrawn without cause subsequent to the submission deadline.
3. A potential contractor may modify a submission after its submission by withdrawing its entire original submission and resubmitting a new submission prior to the submission deadline. Submission modifications offered in any other manner, oral or written, will not be considered.
4. The CDE may modify the RFQ up to the specified time and date stated for submissions by issuance of an addendum to all parties who received a submission package or all parties who submitted an Intent to Submit form (if the deadline for the Intent to Submit has passed). All addenda will be posted on the CDE Funding website <http://www.cde.ca.gov/fg/fo/>. Each potential contractor is responsible for checking to see whether any addenda have been issued.
5. The CDE reserves the right to reject all submissions for reasonable cause. The CDE, at its sole discretion, reserves the right to waive immaterial defect(s) or clerical error(s), request potential contractors to correct immaterial defect(s) or clerical error(s), or request clarification at any time during the RFQ process. The CDE is not required to award a contract.
6. Potential contractors are cautioned not to rely on the CDE during the evaluation of the submissions to discover and report to potential contractors of any immaterial defects and/or clerical errors made to the documents submitted. Before submitting documents, potential contractors should carefully proof them for immaterial defect(s) or clerical error(s) and adherence to the RFQ requirements.

## 6. Evaluation process FOR STAGE ONE

Each Stage One submission shall be evaluated by the CDE evaluation team to determine the submission’s responsiveness to the general requirements and components as well as format and content requirements, as described in this RFQ. Each response will be evaluated per the criteria in **Appendix A, Stage One Scoring Guide** and the requirements specified in this RFQ to determine its quality and degree of responsiveness to the requirements in this RFQ. The evaluation process is designed to determine the quality of the potential contractor’s submission. Additional detail on the process that will be used by the evaluation team to score potential contractor responses can be found in **Appendix A, Stage One Scoring Guide**.

1. Formal Requirements
2. At the time of the submission opening, each submission will be checked for the presence or absence of required information in conformance with the submission requirements of this RFQ. Submissions that do not provide requested information may be rejected as nonresponsive at the discretion of the CDE.
3. Submissions that contain false or misleading statements, or that provide references that do not support an attribute or condition claimed by the proposer, may be rejected.
4. Contractor Submission Evaluation

The CDE will evaluate each submission to determine its responsiveness to the requirements of this RFQ. Submissions will be rated by an evaluation team using a pass/fail and a point-based consensus process for determining final scores as noted below:

* **Step 1: Required Forms/Attachments Checklist (Pass/Fail)**

The CDE evaluation team will review the contents of each submission for the presence of all correctly completed required forms/attachments as specified in **Appendix A, Stage One Scoring Guide**. In Step 1, submissions will be rated on the basis of Pass/Fail for Attachments 1–18. One completed checklist for each submission will be saved to provide documentation for this part of the evaluation process. Submissions that do not provide all of the forms/attachments or do not provide correctly completed forms/attachments as required by the RFQ, will be deemed as nonresponsive. If deemed to be nonresponsive, the submission will receive a “Fail” for this portion of the evaluation process and will result in the elimination of the contractor’s submission from further consideration. The CDE reserves the right to waive immaterial defects or clerical errors, request potential contractors to correct an immaterial defect or clerical error, or request clarification at any time to remedy any obvious immaterial defects or clerical errors in a submission. Potential contractors will be required to acknowledge corrections by initialing them.

* **Step 2: Rate and Score Responses and References (Scored)**

Assuming a potential contractor is not eliminated in Step 1, the CDE evaluation team will use the process in **Appendix A, Stage One Scoring Guide** for Attachments 9–18 (Qualifications 1–10) to score the submission. For each qualification listed in Attachments 9–18, there is a maximum number of allotted points, as indicated in the **Summary Score Sheet in Appendix A, Stage One Scoring Guide**.

Using the guiding questions listed under each qualification, the evaluation team will determine the potential contractor’s expertise and capacity by evaluating how well the submission provides a response for each qualification. The evaluation team will provide a numerical score based on the review of the response in the associated column on the **Scoring Summary Sheet**.

The evaluation team will tally total scores for each qualification listed in Attachments 9–18 on the **Summary Score Sheet in Appendix A, Stage One Scoring Guide**. The evaluation team will arrive at an overall consensus score for each submission for Stage One. Only those submissions that achieve the required minimum points stated in **Appendix A, Stage One Scoring Guide** will proceed to Stage 2. Those submissions receiving less than the minimum points stated in **Appendix A, Stage One Scoring Guide** will not receive further consideration. During the evaluation phase, the CDE reserves the right, at its sole discretion, to request clarification on any aspect of the submission.

## 7. Qualifications (Scored)

Attachments 9–18 detail ten qualifications that are mandatory to meet the needs of the CDE for the California Assessment System. Each contractor must respond to the description of each qualification included in the attachment, in the manner indicated.

The responses provided in Attachments 9–18 will be scored as part of the Stage One evaluation, as outlined in **Section 6, Evaluation Process** **for Stage One**. **Table 2**, below, provides the maximum number of points that can be awarded for a submission. A detailed explanation of how the scoring process will be conducted can be found in **Appendix A, Stage One Scoring Guide**.

**Table 2. Maximum Qualification Scores**

| **#** | **Qualification** | **Maximum Score** |
| --- | --- | --- |
| 1 | Computer-based and adaptive assessments | **100** |
| 2 | System access through a single sign-on | **100** |
| 3 | Test delivery system | **100** |
| 4 | Scoring and reporting | **100** |
| 5 | Secure browsers | **100** |
| 6 | Reporting of test results | **100** |
| 7 | Item types and standards | **100** |
| 8 | Item bank and test forms | **100** |
| 9 | Item development and review process | **100** |
| 10 | Universal tools, designated supports, accommodations, and unlisted resources | **100** |
| ­– | Total | **1,000** |

**California**

**Assessment System**

**Request for Qualifications**

## Appendix A



**Stage One Scoring Guide**

**For Use By the Evaluation Team for RFQ CN220002**

California Department of Education

April 2020

California Department of Education

Request for Qualification (RFQ) CN220002

Appendix A

## Background

The California Department of Education (CDE) is using a four-stage approach to the procurement of the assessment contract. The goal of this procurement process is to identify potential contractors that have the capacity and expertise to maintain the successful operation of the California Assessment System.

### The Stage One Scoring Guide

This scoring guide is specific to the Stage One evaluation. The remainder of this document presents the scoring criteria that will be used to guide the activities of the evaluation team assigned to review the RFQ submission packets.

### Purpose of This Stage One Scoring Guide

Each submission shall be evaluated to determine its responsiveness to the RFQ general requirements and components, as well as format and content requirements, as described in the RFQ.

As part of Stage One of the procurement of the California Assessment System contract, an evaluation team will convene to review and evaluate the RFQ submissions received from potential contractors. This **Stage One Scoring Guide** will be used by the evaluation team to assist in the process of fairly and accurately reviewing all contractor submissions to the RFQ, using a pass/fail and point-based consensus scoring process as outlined herein. All the response sections will be evaluated. A maximum of 1,000 points are available to be awarded. Potential contractors must successfully score 80 percent or above on every scored qualification and must attain a minimum total of 800 points to advance to Stage Two of the procurement process.

### Instructions to Evaluators

The evaluation process is designed to determine the quality of the potential contractor’s submission packet. That determination will be accomplished by the evaluation team’s participation in a two-step evaluation process. Each step is outlined in this scoring guide and will be performed sequentially.

## Step 1: Required Forms/Attachments Checklist (Pass/Fail)

In Step 1, the evaluation team will use the attachment checklist, below, to verify that each of the required attachments has been included in the potential contractor’s submission. Submissions will be rated on a pass/fail basis. If a submission is deemed to be nonresponsive, the submission will receive a “Fail” for this portion of the evaluation process, which will result in the elimination of the contractor’s submission from further consideration. Within Step 1, the CDE reserves the right to require a potential contractor to remedy any obvious clerical or incidental errors on a submission. Potential contractors will be required to initial corrections. Submissions that fail to provide any of the required attachments or sections will not advance to Step 2. One completed checklist for each contractor will be saved as documentation of this evaluation process.

Attachments 19 and 20 and the Certificate of Good Standing do not need to be included with the potential contractor’s Stage One submission. However, they are required to be completed by the successful contractor of this RFQ upon award of the contract. The potential contractor may choose to submit these attachments in Stage One.

**STAGE ONE ATTACHMENT CHECKLIST**

| **Document** | **Indicate**  **Pass/Fail** |
| --- | --- |
| Attachment 1—Intent to Bid (previously submitted by May 15) | Pass/Fail |
| Attachment 2—Contractor Certification Sheet | Pass/Fail |
| Attachment 3—Contractor Certification Clauses | Pass/Fail |
| Attachment 4—Federal Certifications | Pass/Fail |
| Attachment 5a or 5b—Darfur Contracting Act Certification or Darfur Contracting Act Certification Supplemental | Pass/Fail |
| Attachment 6—California Civil Rights Laws Certification | Pass/Fail |
| Attachment 7—Client References | Pass/Fail |
| Attachment 8—Subcontractors | Pass/Fail |
| Attachment 9, Qualification One—Computer-Based and Adaptive Assessments Form | Pass/Fail |
| Attachment 10, Qualification Two—System Access Through a Single Sign-on Form | Pass/Fail |
| Attachment 11, Qualification Three—Test Delivery System Form | Pass/Fail |
| Attachment 12, Qualification Four—Scoring and Reporting Form | Pass/Fail |
| Attachment 13, Qualification Five—Secure Browsers Form | Pass/Fail |
| Attachment 14, Qualification Six—Reporting of Test Results Form | Pass/Fail |
| Attachment 15, Qualification Seven—Item Types and Standards Form | Pass/Fail |
| Attachment 16, Qualification Eight—Item Bank and Test Forms Form | Pass/Fail |
| Attachment 17, Qualification Nine—Item Development and Review Process Form | Pass/Fail |
| Attachment 18, Qualification Ten—Universal Tools, Designated Supports, Accommodations, and Unlisted Resources Form | Pass/Fail |
| Attachment 19, Conflict of Interest and Confidentiality Statement | Optionally submitted in Stage One—  Yes/No |
| Attachment 20, California Department of Education Computer Security Policy | Optionally submitted in Stage One—  Yes/No |
| Certificate of Good Standing | Optionally submitted in Stage One—  Yes/No |

## Step 2: Rate and Score Responses (Scored)

In Step 2, the evaluation team will use the evaluation rubric, below, to determine whether the submission response exceeds, fully meets, partially meets, does not sufficiently meet, or does not address the qualification. Any contractor that scores below 80 percent on any one or more qualification(s) will be eliminated from consideration.

### Evaluation Rubric

The evaluation team will use the rubric in the following table to score Attachments 9–18 (Qualifications 1–10). For each of the ten qualifications, there is a maximum number of allotted points as indicated in the Scoring Summary Sheet in this appendix.

| **Percentage of Earned Points per Qualification** | **Category** | **Description** |
| --- | --- | --- |
| 90–100% | Exceeds | The response is comprehensive, providing exceptional details and supporting evidence that the contractor thoroughly understands, meets, and exceeds the evaluation factors of the qualification. |
| 80–89% | Fully Meets | The response provides sufficient details and supporting evidence that the contractor understands and meets the evaluation factors of the requirement. |
| 70–79% | Partially Meets | The response provides some detail and evidence of how the contract will meet some of the evaluation factors. It does not provide sufficient detail and supporting evidence that the contractor fully understands and can meet all the evaluation factors of the requirement. |
| 1–69% | Does Not Sufficiently Meet | The response is inadequate, providing no or limited detail or supporting evidence that the contractor understands the evaluation factors of the requirement. |
| 0 | Not Addressed | The contractor did not provide a response to the evaluation factors of the requirement. |

Using the guiding questions listed for each qualification that follows in this appendix, the evaluation team will determine the expertise and capacity of the potential contractor by evaluating how well the submission provides a response for each qualification. The evaluation team will provide a consensus numerical score based on the review of the response in the associated column on the **Scoring Summary Sheet** in this appendix. If a specific issue is found to be unresolved, it may be noted in the comments field of the **Scoring Summary Sheet**.

In Step 2, contractors who qualify from Step 1 must attain the following:

* A rating of 80 percent or above on every qualification (Attachments 9­–18), after consensus scoring
* A total of 800 points or more, after points from each qualification (Attachments 9­–18) are tallied by the evaluation team, as detailed in the Qualification Scoring Sheet below.

**QUALIFICATION SCORING SHEET**

**Contractor name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **Qualification** | **Subject** | **Points Possible** | **Rated Score** |
| --- | --- | --- | --- |
| One | Computer-based and adaptive assessments | 100 | To be determined (TBD) |
| Two | System access through a single sign-on | 100 | TBD |
| Three | Test delivery | 100 | TBD |
| Four | Scoring and reporting | 100 | TBD |
| Five | Secure browsers | 100 | TBD |
| Six | Reporting of test results | 100 | TBD |
| Seven | Item types and standards | 100 | TBD |
| Eight | Item bank and test forms | 100 | TBD |
| Nine | Item development and review process | 100 | TBD |
| Ten | Universal tools, designated supports, and accommodations | 100 | TBD |
| **N/A** | **Contractor Submission for Qualifications Total** | **1,000** | TBD |

***Guiding Question for Evaluating Qualifications***

* Regarding the contractor’s submission for all qualifications, how well did the contractor fulfill the purpose with its response to the directions in the qualification in the attachment?

Expertise or an implemented relevant solution in lieu of current client experience is acceptable only when a potential contractor does not have current operational experience to provide as evidence for meeting the qualification.

## Qualification One—Computer-Based and Adaptive Assessments (Attachment 9)

### Background

California administers assessments developed by the Smarter Balanced Assessment Consortium for English language arts (ELA) and mathematics, as well as California-developed assessments for science, Spanish, English language proficiency, and alternate assessments for ELA, mathematics, and science.

### Purpose

This qualification response will be used to determine a contractor’s capacity and expertise to develop and administer computer-based assessments using a secure testing environment.

### Directions

Your response below will be used to determine your capacity and expertise to successfully fulfill the purpose described above. Provide a narrative response illustrating a client experience or implemented relevant solution that details the following:

* Experience in developing and administering computer-based, item- and stage-adaptive assessments
* Technology employed to deliver these assessments electronically in a secure environment
* Client for whom the assessments were developed and the population tested
* Number of years the assessments have been administered
* Purpose for which the assessments were used (e.g., K–12 academic accountability, higher education admission)

**Consensus score: \_\_\_\_\_\_ out of 100 points possible**

## Qualification Two—System Access Through a Single Sign-on (Attachment 10)

### Background

The California Assessment Delivery System will feature system access control features and authentication of users using industry-standard user access, authentication methods, and encryption. The California Assessment Delivery System includes a dedicated 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 the modules of the California Assessment Delivery System as well as navigate to CDE-authorized third-party systems such as the Smarter Balanced Tools for Teachers and the California Educator Reporting System (CERS). The CDE will have the flexibility to authorize other third-party systems that are not part of the California Assessment Delivery System to federate with the CIMS to allow for seamless navigation for California-provisioned users without the need for them to register or maintain a separate set of logon credentials. Third-party contractor integration will follow a standards-based approach with options to use SAML 2.0 and/or OAuth.

### Purpose

This qualification response will be used to determine a contractor’s capacity and expertise to develop and administer a single access point using secure identity management protocols so users can use a single username and password to access various components of the technology platform, including the test operations and administration component, the test delivery system, the scoring and reporting system, and the Smarter Balanced technology solutions, including the CERS and Tools for Teachers. (See current Scope of Work section 3.2.B.3.)

### Directions

Your response below will be used to determine your capacity and expertise to successfully fulfill the purpose described above. Provide a narrative response illustrating a client experience or implemented relevant solution that details the following:

* Components of the contractor’s technology platform that use a single sign-on and detail on the federation, if any, of that system
* User-facing components of the technology platform (users may vary from students to teachers, administrators and state users) that use a single sign-on
* Ability for users to access all components through a single set of secure logon credentials that utilize an identify management application
* Software used to support access management (identify management)
* Number of years this technology platform has been in operation
* Number of roles and users who were provisioned
  + Frequency of mandated password updates

**Consensus score: \_\_\_\_\_\_ out of 100 points possible**

## Qualification Three—Test Delivery System (Attachment 11)

### Background

* System operates year-round (minimal downtimes)
* Supports nine summative assessments—CAST, CSA, ELA, mathematics,

CAA for science, CAA for ELA, CAA for mathematics, ELPAC, and Alternate ELPAC

* Supported approximately 11 million started interim assessments
* Serves more than 4.0 million students
* Completed summative assessments: 12.6 million (as of 7/8/19)
* Completed interim assessments: 9.2 million (as of 7/8/19)
* Supported 683,673 concurrent testers on May 7, 2019
* Electronic student score reports implemented statewide for 2019

| **Assessment Year** | **Maximum Concurrent Testers** |
| --- | --- |
| **2015** | **311,489** |
| **2016** | **350,606** |
| **2017** | **495,463** |
| **2018** | **570,745** |
| **2019** | **683,673** |

### Purpose

This qualification response will be used to determine a contractor’s capacity and expertise to provide a test delivery system that ensures optimal system performance for the number of users in California, provides system security, and prioritizes short response times between items, especially technology-enhanced items. (See current Scope of Work section 3.2.B.9.)

### Directions

Your response below will be used to determine your capacity and expertise to successfully fulfill the purpose described above. Provide a narrative response illustrating a client experience or implemented relevant solution that details the following:

* How performance tests are conducted to measure system capacity and response times
* Largest number of concurrent testers that can be experienced by the system in the production environment
* Maximum number of simultaneous testers your system can successfully support
* The documentation that exists to verify this usage and capacity
* How concurrent user counts are monitored and counted
* Average response times experienced by users during the high-volume period
  + Typical response time between more innovative, technology-enhanced items

**Consensus score: \_\_\_\_\_\_ out of 100 points possible**

## Qualification Four—Scoring and Reporting (Attachment 12)

### Purpose

This qualification response will be used to determine a contractor’s capacity and expertise to provide for and continually monitor all required methods of accurately scoring student responses. (See current Scope of Work section 8.1.A.) These include automated machine scoring, hand scoring, and artificial intelligence (AI) methods.

### Directions

Your response below will be used to determine your capacity and expertise to successfully fulfill the purpose described above. Provide a narrative response illustrating a client experience or implemented relevant solution that details the following:

* Hand scoring processes/tools
* Machine scoring process/tools
* AI scoring process/tools
* Established process for human and machine read-behinds
* Established threshold requirements for inter-rater reliability
* Statistical reporting to track local educational agency progress

**Consensus score: \_\_\_\_ out of 100 points possible**

## Qualification Five—Secure Browsers (Attachment 13)

Evaluators should review the browser checklist found on the Secure Browsers Form submitted by the contractor. Has the contractor provided a response to each browser listed? Does the contractor indicate either that it has supported the version of the browser indicated or, if not, that it intends to support the version of the browser indicated?

How well was the contractor able to address all browsers listed in the browser checklist in Attachment 13?

**Consensus score: \_\_\_\_\_\_ out of 100 points possible**

## Qualification Six—Reporting of Test Results (Attachment 14)

### Purpose

This qualification response will be used to determine a contractor’s capacity and expertise to provide student test results using three secure electronic methods (current Scope of Work section 4.1): (1) student score results are posted to a cloud-based solution and stored electronically in PDF format; (2) student results are stored within the Test Operations System and can be downloaded by the district; and (3)results are provided to educators through the California Educator Reporting System.

To accomplish these three secure methods, the Amazon Web Services cloud is accessible by various local student information systems (SIS) using an application programming interface. Parents and educators with access to SIS and portals can securely view, download, and print copies of the Student Score Reports.

### Directions

Your response below will be used to determine your capacity and expertise to successfully fulfill the purpose described above. Provide a narrative response illustrating a client experience or implemented relevant solution that details the following:

* Electronic methods used to provide test results to intended audience
* The process in which results are delivered to local educational agencies or other entities
* The technology that is used for scoring and reporting
* How security is assured in all steps of the scoring and reporting process
* Any other innovative reporting approaches currently in operation

**Consensus score: \_\_\_\_\_\_\_\_out of 100 points possible**

## Qualification Seven—Item Types and Standards (Attachment 15)

### Purpose

This qualification response will be used to determine a contractor’s capacity and expertise to develop California assessments that include multiple item types and processes for creating new items. Only contractors that can support a sufficient assembly of item types will be considered qualified to submit proposed solutions.

### Directions

Your response below will be used to determine your capacity and expertise to successfully fulfill the purpose described above. Provide a narrative response illustrating a client experience or implemented relevant solution that details the following:

* How you support the creation of item types, including technology-enhanced items that currently are successfully implemented for one of your clients
  + Item interoperability standards met by item types

**Consensus score: \_\_\_\_\_\_ out of 100 points possible**

## Qualification Eight—Item Bank and Test Forms (Attachment 16)

### Purpose

This qualification response will be used to determine a contractor’s capacity and expertise to maintain an item bank system for California, in which all assessment test items are stored for all California assessments and where they can be viewed by authorized users.

### Directions

Your response below will be used to determine your capacity and expertise to successfully fulfill the purpose described above. Provide a narrative response illustrating a client experience or implemented relevant solution that details the following:

* Capacity of the item bank for each program you support (total number of items)
* Attributes of the item bank for each program you support
* Software that is used for item banking and viewing
* Methods of building test forms that are able to satisfy California’s test blueprints
* Item and performance task version control
* Item and performance task aging
* Item and performance task refresh rate
* Item security and measures to minimize item exposure

**Consensus score: \_\_\_\_\_\_ out of 100 points possible**

## Qualification Nine—Item Development and Review Process (Attachment 17)

### Purpose

This qualification response will be used to determine a contractor’s capacity and expertise to maintain an ongoing and robust item development and item review process.

### Directions

Your response below will be used to determine your capacity and expertise to successfully fulfill the purpose described above. Provide a narrative response illustrating a client experience or implemented relevant solution that details the following:

* The processes used in the development of new test items
* The processes for the recruitment of teachers for item development and review
* The processes for educator involvement in the review of new test items
* Experience and expertise of staff who are involved in item development trainings and reviews

**Consensus score:\_\_\_\_\_\_out of 100 points possible**

## Qualification Ten—Universal Tools, Designated Supports, Accommodations, and Unlisted Resources (Attachment 18)

Evaluators will review the Accessibility Resource Checklist form submitted by the contractor.

### Purpose

This qualification response will be used to determine a contractor’s capacity and expertise to support the California assessment infrastructure that includes multiple accessibility resources that work together to provide an equitable access solution for California students. Refer to the CAASPP and ELPAC Accessibility Guide for Online Testing for specific information on accessibility resources at <https://ca-toms-help.ets.org/accessibility-guide/>.

### Directions

Complete the “Accessibility Resource Checklist.” In the third column, indicate yes or no as to whether you commit to supporting the resource. In the fourth column, indicate whether you currently support this resource in an existing operational environment at one or more of your customer locations.

In addition, there are accessibility resources that are not listed in the accessibility resources chart. Your response below will be used to determine your capacity and expertise to successfully fulfill the purpose described above. Provide a narrative response illustrating a client experience or implemented relevant solution that details the following:

* The processes used for the tracking and reporting of unlisted resources
* The software packages used for the delivery of embedded accessibility resources
* How your solution addresses each accessibility resource

**Consensus score: \_\_\_\_\_\_ out of 100 points possible**

California Department of Education

Request for Proposal (RFQ) Number CN220002

Appendix B

## Appendix B—Glossary

The following table defines key terms used in the RFQ.

| Term | Description |
| --- | --- |
| accessibility requirements | Accessibility requirements are defined as:   * 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) * Accessible design best practice for digital content and assessments, including Universal Design for Learning principles * Compatibility with assistive technologies, including but not limited to screen reading software and refreshable braille displays, screen magnification software, read aloud software, and alternative input devices |
| administration year for CAASPP | The administration year, in the context of this contract, refers to the period in which local educational agencies (LEAs) administer the CAASPP assessments. Generally, that period is August through July. The individual tests will be available according to the CAASPP testing regulations:   * Smarter Balanced Interim Assessments—year-round * CAA for Science—beginning on a date in September, as determined by the CDE, through July 15 or the next weekday following July 15 if July 15 is not a weekday. * Smarter Balanced Summative Assessments, CAST, CSA, CAAs for ELA and mathematics—beginning second Tuesday in January of each year through July 15 or the next weekday following July 15 if July 15 is not a weekday.   LEAs must select a testing window that is appropriate for their schools and within the availability of the CAASPP tests. |
| administration year for ELPAC | The administration year, in the context of this contract, refers to the period in which LEAs administer the ELPAC assessments. The statewide test administration period for the Initial ELPAC and the Alternate Initial ELPAC is July through June. The statewide test administration period for the Summative ELPAC and the Alternate Summative ELPAC is February through May. |
| agreement | See MOU (Memorandum of Understanding). |
| alternate assessments | See CAAs and Alternate ELPAC |
| Alternate ELPAC | Alternate English Language Proficiency Assessments for California  The Alternate ELPAC is administered individually 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. |
| API | Application Programming Interface |
| ART | Administration and Registration Tool  ART is used to get the school entity names (i.e., LEA names) for the California Educator Reporting System (CERS) where Interim Assessment student test results reside. |
| artificial intelligence (AI) scoring | Artificial intelligence scoring (also may be referred to as automated 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. |
| AWS | Amazon Web Services  AWS is a secure cloud-based service platform. AWS is used to host the electronic Student Score Reports. |
| CAAs | California Alternate Assessments  Content areas assessed by the CAAs include English language arts/literacy (ELA), mathematics, and science. The CAAs are administered individually 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 are administered in grades three through eight and grade eleven. The CAA for Science are administered to eligible students in grades five and eight and high school (grades ten, eleven, or twelve). |
| CAASPP | California Assessment of Student Performance and Progress  The assessments of the CAASPP include Smarter Balanced Interim Assessments, Smarter Balanced Summative Assessments for ELA and mathematics, CAAs for ELA, mathematics, and science, the CAST, and the CSA. |
| California Assessment Delivery System | The general term that refers to the technology services and applications that support the California Assessment Technology Platform. |
| California Assessment System | The general term that refers to the collection of CAASPP and ELPAC assessments in this RFQ. The assessments include: Smarter Balanced Interim Assessments; Smarter Balanced Summative Assessments for ELA and mathematics; CAAs for ELA, mathematics, and science; CAST; CSA; ELPAC; and Alternate ELPAC. |
| California Assessment Technology Platform | The general term that refers to the collection of technology services and applications that work together to administer, score, 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 tests. |
| 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 results for the following assessments are or will be reported in CERS: Smarter Balanced Interim Assessments; Smarter Balanced Summative Assessments for ELA and mathematics; CAAs for ELA, mathematics, and science; CAST; CSA; ELPAC; and Alternate ELPAC. |
| CAST | California Science Test  Based on the Next Generation Science Standards for California (CA NGSS), the CAST is administered online to all students in grades five and eight and once in high school (grade ten, eleven, or twelve). |
| CAT | Computer adaptive test (includes item-and stage-adaptive)  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 answer difficult questions correctly are routed to increase the difficulty scale more quickly. Students who answer incorrectly are routed to easier questions on the difficulty scale to accommodate their level of understanding. |
| CBT or CBA | Computer-based test, computer-based assessment/computer-based administration. These maybe CAT or fixed. |
| CDS code | 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 navigate to CDE-authorized third-party systems such as the Smarter Balanced Tools for Teachers and the CERS. |
| contract | An agreement between the CDE and selected contractor that defines the scope of work, terms and conditions, and budget to support the administration and reporting of the California Assessment System. |
| cost reimbursement contract | A cost reimbursement contract provides for payment of allowable incurred costs related to services performed to the extent prescribed in the contract. These contracts establish an estimate of total cost for the purpose of obligating funds and establishing a ceiling that the successful bidder may not exceed for each line item. |
| CSA | California Spanish Assessment  The CSA assesses reading, writing, and listening in Spanish and is aligned with the California Common Core State Standards en Español, which include linguistic augmentations specific to the Spanish language. LEAs may voluntarily administer the CSA to students in grades three through eight and high school. |
| DOF | California Department of Finance |
| EBAE | English Braille American Edition |
| EL | English learner |
| ELA | English language arts or English language arts/literacy |
| ELD | English language development |
| ELP | English language proficiency |
| ELPAC | English Language Proficiency Assessments for California  The ELPAC includes both the 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. |
| embedded resources | Digitally delivered resources available as part of the technology platform. |
| FERPA | Federal Family Educational Rights and Privacy Act |
| FIPS | Federal Information Processing Standard |
| FISMA | Federal Information Security Management Act |
| 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. |
| 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 |
| ISMS | Information Security Management System |
| K12HSN | K–12 High-speed Network |
| LEA | Local educational agency |
| MOU | Memorandum of Understanding. Also, referred to as “Agreement.” |
| MST | multistage adaptive test |
| NGSS | Next General Science Standards (national version) |
| non-Smarter Balanced Assessments | The non-Smarter Balanced Assessments include: CAAs for ELA, mathematics, and science, CAST, CSA, Initial ELPAC (paper and CBA), Summative ELPAC (paper and CBA), Initial Alternate ELPAC, and Summative Alternate ELPAC. |
| PBT or PPT | Paper–based tests or paper–pencil tests. |
| PCI DSS | payment card industry, data security standard |
| practice test | The practice tests provide students with grade-specific testing experiences that are similar in structure and format to the summative assessments.  (Source: <http://www.cde.ca.gov/ta/tg/ca/>) |
| Primary Language Assessment | See CSA. |
| prime contractor | The prime contractor shall be defined as the entity that submits a proposal in response to this RFQ and is the responsible entity for ensuring that all tasks and activities are competently and successfully completed. The prime contractor must have the experience and qualifications to provide oversight to all proposed subcontractors and review and approve work products created by all proposed subcontractors. |
| PST | Pacific standard time |
| PT | Performance task; when used in reference of assessment  PTs are a complex set of tasks to which students respond 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: <https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp>) |
| public web reporting | The public reporting web site provides CAASPP and ELPAC test results at the aggregate level. See <https://caaspp-elpac.ets.org/caaspp/>. |
| responsible potential contractor | The potential contractor who has the capabilities to meet the needed capacity and expertise of the California Assessment System. |
| RLA | Reading/language arts |
| SAM | California State Administrative Manual |
| SBE | California State Board of Education |
| school year | Also referred to as “instructional year.”  The school year is defined by California *Education Code* 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]. |
| 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. |
| SFTP | Secure File Transfer Protocol |
| SIF | Standard Interchange Format |
| SIMM | State Information Management Manual |
| single sign-on | Single sign-on refers to the application or process that authorized users must use to log onto one or more systems. For the 2018–2019 administration, dual logins are required to access the various assessments systems (i.e., CAASPP, ELPAC, and Smarter Balanced portals) and the components within 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.  Through the CIMS, users will be able to seamlessly navigate between various modules of the Assessment Delivery System and navigate to CDE-authorized third-party systems such as the Smarter Balanced Tools for Teachers and the CERS.  (Source: <http://www.cde.ca.gov/ta/tg/ca/>) |
| SIS | Student Information System. |
| Smarter Balanced Assessments | The Smarter Balanced Assessment Consortium specifically include the Smarter Balanced Interim Assessments and the Smarter Balanced Summative Assessments. |
| Smarter Balanced Interim Assessments | The interim assessments are aligned with the Common Core State Standards (CCSS) for ELA/literacy 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 twelve. These tests are administered online via the test delivery system for all students enrolled in K–12. |
| Smarter Balanced Summative Assessments | The Smarter Balanced Summative Assessments are comprehensive end-of-year assessments for ELA and mathematics that are aligned with the CCSS for ELA/literacy and mathematics and measure student progress toward college and career readiness. The summative item-adaptive assessments are administered to students in grades three through eight and grade eleven. These tests are administered online via the test delivery system. |
| Smarter Balanced Tools for Teachers | The Smarter Balanced Tools for Teachers 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 using the single sign-on. |
| SOW | Scope of work |
| subcontract | “Subcontract” shall mean any and all agreement(s) between a potential contractor and another entity (including, but not limited to, an individual or business) for the accomplishment of any task, subtask, or activity, in whole or in part, described in this RFQ, or to provide goods or services in support of the work described in this RFQ. |
| subcontractor | “Subcontractor” shall mean each and every entity (including, but not limited to, an individual or business) with whom a potential contractor enters into any agreement for the accomplishment of any task, subtask, or activity, in whole or in part, described in this RFQ, or to provide goods or services in support of the work described in this RFQ. All persons who are not employees of the potential contractor are to be considered subcontractors. |
| SSR | Student Score Report  The SSR presents test results in a format approved by the SBE for parents/guardians. SSRs are provided in electronic (PDF) and paper versions to LEAs, which are responsible for delivering the SSRs to their students’ parents/guardians. |
| TDS | Test delivery system  A TDS is used by students to take computer-based assessments. |
| TEI | Technology-enhanced item  TEIs prompt students to edit text, draw an object, or interact with a simulation.  (Source: <https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp>) |
| training test | The training test is shorter than the practice test, provides item types typically found in operational assessment, and accessibility features. Training tests are available for all CAASPP and ELPAC summative tests. |
| 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. |
| WCAG | Web Content Accessibility Guides |
| W3C® | World Wide Web Consortium |

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Appendix C

## Appendix C—Submission Checklist

The following checklist provides a summary of all the required items for submission as part of a complete contractor response in Stage One of this RFQ. Failure to include any of the required items will result in rejection of the total contractor response and removal of the contractor from further participation in any future stages of the procurement process.

This Submission Checklist is not to be submitted to the California Department of Education. Rather, it is meant to serve as a guide to potential contractors in completing the final submission.

### Required Submissions

### All Stage One Forms Completed and Signed as Appropriate

* Attachment 2: Stage One—Bidder Certification Sheet
* Attachment 3: Stage One—Contractor Certification Clauses (CCC 04/2017)
* Attachment 4: Stage One—Federal Certifications (CO-007)
* Attachment 5a: Stage One—Darfur Contracting Act Certification
* Attachment 5b: Stage One—Darfur Contracting Act Certification Supplemental
* Attachment 6: Stage One—California Civil Rights Laws Certification (CO-005)
* Attachment 7: Stage One—Client References (500 word-limit response for each client reference)
* Attachment 8: Stage One—Subcontractors (500 word-limit response for each qualification for which a subcontractor is proposed)

### Stage One Rated Responses

* Attachment 9: Stage One, Qualification 1—Computer-Based and Adaptive Assessments Form (500-word response and client reference)
* Attachment 10: Stage One, Qualification 2—System Access Through a Single  
  Sign-on Form (1,000-word response and client reference)
* Attachment 11: Stage One, Qualification 3—Test Delivery System Form (1,000-word response and client reference)
* Attachment 12: Stage One, Qualification 4—Scoring and Reporting Form (500- word response and client reference)
* Attachment 13: Stage One, Qualification 5—Secure Browsers Form (Browser Checklist and client reference)
* Attachment 14: Stage One, Qualification 6—Reporting of Test Results Form (500-word response and client reference)
* Attachment 15: Stage One, Qualification 7—Item Types and Standards Form (200-word response and Item Types Checklist)
* Attachment 16: Stage One, Qualification 8—Item Bank and Test Forms Form

(500-word response and client reference)

* Attachment 17: Stage One, Qualification 9—Item Development and review
* Process Form (500-word response and client reference)
* Attachment 18: Stage One, Qualification 10—Universal Tools, Designated  
  Supports, Accommodations, and Unlisted Resources Form (Checklist, 500-word response, and client reference)

### Conditional Attachments for Stage One

Attachments 19 and 20 and the Certificate of Good Standing are required to be completed by the successful contractor of this RFQ upon award of the contract and do not need to be included with the potential contractor’s Stage One submission. However, contractors are required to certify on the Bidder Certification Form (RFQ Attachment 2) that Attachment 19 and Attachment 20 will be completed and signed in accordance with the instructions indicated in this RFQ:

* Attachment 19: Conflict of Interest and Confidentiality Statement
* Attachment 20: California Department of Education Computer Security
* Certificate of Good Standing

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Appendix D

## Appendix D—Stage 2; Areas of Focus for Demonstrations

| **Demonstration Area of Focus** | **Purpose** | **Demonstration Criteria** | **Anticipated Potential Contractor**  **Action** |
| --- | --- | --- | --- |
| Smarter Balanced test items | The purpose of this demonstration is for the contractor to demonstrate its capacity and expertise to properly render all Smarter Balanced ELA and mathematics item types over a complete set of supported operating systems using a secure browser.  This gives a true representation of what would be necessary to support the different computing environments throughout the state. | Contractor will demonstrate the ability to render all Smarter Balanced item types on each of the supported operating systems using the secure browser. | Contractor will consume the provided test package, render content, and allow interaction in a secure browser on multiple operating systems.  Contractor will provide required documentation to verify successful support. |
| Non-Smarter Balanced test items | The purpose of this demonstration is for the contractor to demonstrate its capacity and expertise to properly render all California-specific (non-Smarter Balanced) item types over a complete set of supported operating systems using a secure browser.  This includes the CAST, CSA, CAA for ELA and mathematics, CAA for Science, Initial and Summative ELPAC, and Alternate ELPAC. | Contractor will demonstrate the ability to render all non-Smarter Balanced item types on each of the supported operating systems using the secure browser. | Contractor will consume the provided test package, render content, and allow interaction in a secure browser on multiple operating systems.  Contractor will provide required documentation to verify successful support. |
| Capturing, scoring, and reporting | The purpose of this demonstration is for the contractor to demonstrate its capacity and expertise to capture student responses, appropriately score them, and provide accurate reporting of results. | Contractor will demonstrate the ability of its test delivery system to capture, score, and produce an accurate output file of test results. | Contractor will consume the provided test package that will include multiple students, pre-planned student responses, scoring rules, and a report format for the output file.  Contractor results will be compared to an "expected results" file maintained at the CDE. |
| Accessibility resources | The purpose of this demonstration is for the contractor to demonstrate its capacity and expertise to support all accessibility resources required for each assessment in California.  Accessibility resources are assigned based on the unique needs of individual students at the test level (e.g., an individual student’s accessibility resources may be different between CAASPP ELA and CAST). Accessibility resources may vary from one assessment to another for individual students based on their unique needs. | Contractor will demonstrate successful implementation of all accessibility criteria (universal tools, designated supports, accommodations, as well as a process for unlisted resources). | Contractor will consume the provided test package that includes multiple students taking multiple assessments (each with unique accessibility resources assigned) and will demonstrate the capacity and expertise of the contractor's system to support the assigned accessibility resources for each assessment taken by each student. |
| Capacity  and performance | The purpose of this demonstration is for the contractor to demonstrate and ensure its capacity and expertise to support the appropriate number of concurrent users experienced by California systems, while providing reasonable response times for the user community. | Contractor will provide documentation of testing that proves system capacity (number of concurrent users) and performance (speed of response to users). | Contractor will submit past system statistics from an operational system or provide results of a simulation tool showing how the proposed system would perform with simulated traffic that resembles California metrics. |
| Single  sign-on | The purpose of this demonstration is for the contractor to demonstrate that its capacity and expertise will ensure that the existing single sign-on system capability will be supported by the contractor's solution without any disruption to the user community.  All components of the California Assessment System must be securely accessed through a single set of logon credentials by users throughout the state. | Contractor will demonstrate the ability to participate in the existing single sign-on infrastructure. | Contractor will provide a demonstration of this capability in a production environment, or will be provided access to a sandbox test environment and credentials to access each individual system component (including Smarter Balanced components) so it can develop and demonstrate a solution that shows its ability to support the necessary system interfaces. |

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Appendix E

### Appendix E—Scope of Work (For Reference)

The current scope of work is available on the agenda for the California State Board of Education (SBE) meeting that was held on November 8, 2018.

* November SBE meeting agenda is available at <https://www.cde.ca.gov/be/ag/ag/yr18/agenda201811.asp>
* Assessment Development and Administration Division SBE Item is available at <https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item08.docx>
* Current scope of work is available at <https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item08a3.pdf>