

Questions and Answers

Request for Proposals (RFP) Louisiana Educational Assessment Program: Web-Based End-of-Course Tests

May 9, 2008

The following questions and answers are in reference to the advertised request for proposal (RFP), Louisiana Educational Assessment Program: Web-Based End-of-Course Tests (http://www.doe.state.la.us/lde/funding/rfp_leapeoc.asp).

General Information

1. Given that May 26 is a national holiday, will LDE consider changing the proposal due date to Wednesday, May 28?

The Louisiana Department of Education advertised a Request for Proposals (RFP) on April 25, 2008, for the Louisiana Educational Assessment Program: Web-Based End-of-Course (EOC) Tests. The RFP indicates that May 26, 2008, is the deadline for contractors to submit responses. Because May 26 is a national holiday, the Louisiana Department of Education (LDE) will extend the deadline to May 27. Proposals must be submitted on or before **2:00 p.m., Central Standard Time, May 27, 2008.**

Administrative Information

2. How many students will take the May 2009 administration? How many students will take the December 2008 administration?

December 2008

- In December 2007, there were approximately 4,500 students who participated in the Algebra I EOC test. LDE estimates a similar number of students will participate in each content-area EOC test in December 2008.

May 2009

- In May 2008, approximately 45,000 students were projected to participate in the Algebra I test and 45,000 students projected to participate in the English II test. LDE estimates a similar number of students will participate in each content-area EOC test in May 2009.

3. Regarding the Braille form: Can the same Braille form be used for both administrations (2 per year)?

The same Braille form may be used for the May and December administrations.

4. Does LDE require the names and work hours for all staff proposed for pending contracts or only for staff who are also being proposed for Louisiana?

Names and work hours should be provided for *all* staff members proposed for the EOC testing program.

5. Under Meetings and Other Deliverables, completion of the System Manual is due June 30, 2009. Will a System Manual be required for the December 2008 operational tests for Algebra I and English II? For the May 2009 Geometry field test?

Yes, the system manual should be updated to reflect the most current changes from administration to administration.

6. Page 45, 1.9 Key Personnel. This section lists four key staff that must be named within the proposal; however, page 33, 1.7 Scoring Project Leader indicates that the hand scoring Project Leader shall also be named as a key staff member. Should the hand scoring Project Leader's name, resume and staff hours be included?

Yes, the proposal should include the name, resume, and work hours for the Scoring Project Leader.

7. Do you anticipate the same number of students testing for all courses? Can you clarify the population of each administration?

See response to question 2.

Proposal Information

8. The text explains that "This is the first time that LDE will set standards for an end-of-course test." Algebra I is not included in the standard setting list of five courses. Do standards need to be set for this subject?

No, standards do not need to be set for Algebra I.

9. Are Assessment Frameworks in place for Algebra I and English II? Will the new contractor begin by developing Assessment Framework for Geometry?

Yes, the Assessment Framework for Algebra I and English II have already been developed. The contractor should begin with development of the Assessment Framework for Geometry.

10. Will the successful bidder receive an item bank of Algebra I and English II items? If so, how many items will be sent? If so, what format will the successful bidder receive the items?

Yes, the contractor will receive an item bank for Algebra I and English II. There will be approximately 400 items for Algebra I and approximately 350 items for English II. The contractor will receive a hard copy.

11. Page 25 in table 5 on the Year 3 column: would the LDE like for 6 or 12 English III field test forms to be provided? Likewise, for Year 4 would LDE like for 6 or 12 U.S. History field test forms to be provided?

Twelve field test forms should be developed for English III on Year 3 and six field test forms for U.S. History on Year 4.

12. Page 27: Would LDE like for the bidder to propose pretest training the fall of each year to prepare parishes for the December test administration?

Yes, LDE requests that the contractor make a presentation at the pretest training workshop. Two days total, one day in north Louisiana and one day in south Louisiana.

13. Page 16 shows a bias review for Geometry occurring on October 20, at the same time as the item review meeting. Is there just one bias meeting per course or will a bias review meeting also be needed in conjunction with the November 20 item review meeting?

One bias review meeting should be held. This meeting shall be held in conjunction with the November 20 item review meeting. The bias review meeting for each course will be held after all items have gone through the item review meeting.

14. For cost purposes, should the bidder assume that all committee members will require travel and honoraria/reimbursements for all meetings?

Yes, the contractor should assume that all committee members will require travel and honoraria/reimbursements for all meetings. Honoraria will be needed only for the meetings that occur during the summer. For committees requiring overnight accommodations, typically 85 percent of the members require accommodations. Please use this number to propose the meeting cost.

15. Section 1.4, page 19, indicates that possible short answers to items can include “graphing lines” or “bar charts.” Can LDE elaborate on its vision for how such responses would be entered into the system and scored?

Possible short answers to items might include interactive items for which lines are graphed or bar graphs are created through a method of “click and drag.” Such items would be scored by automated computer scoring or hand scoring.

16. Page 20 indicates that the contractor will need to provide science manipulatives online. Is LDE able to provide a list of anticipated science manipulatives?

The selection of manipulatives is based on item development. An example of a science manipulative includes an interactive periodic table.

17. Please clarify whether the bias review meeting occurs at the same time as the initial content/item review. Does this meeting involve 10 committee members who are not members of the content review committee?

Bias review meetings are normally held on the same day as the second item review meeting. Yes, the contractor should assume that the 10 bias committee members are different from the content review committee members.

18. The RFP states that for the “replenishment” items, a teleconference can take the place of a face-to-face meeting. Is the expectation that this call is with the LDE staff member who reviews the initial set of items developed for the course? Is there any requirement to hold an item review committee and bias review committee meeting to review each set of 50 replenishment items?

The face-to-face meeting (occurring after item and bias review meetings) may occur as a teleconference. The expectation is that the teleconference would consist of LDE staff and a vendor staff member who attended the initial meetings with content and bias committees. Item review and bias review committee meetings for replenished items should adhere to the requirements on page 21 and 22 of the RFP.

19. Section 1.5, page 22, indicates that 12 English III field test forms should be developed, in contrast to the 6 in other subjects. However, the chart on page 25 shows 6 English III field test forms but 12 U.S. History field test forms. Can LDE clarify the number of field test forms for each of these subjects?

English III requires 12 field test forms, and six field test forms are required for other subjects.

20. Section 1.5 A, page 23—Field-Test Forms—Are the requirements for the test read aloud function for the field test the same as those for the operational form?

No, the read aloud function for the field test is different from the operational test. For the field test, read aloud is not actually recorded or played through the system, but a read aloud script and instructions should be provided to schools for a manual administration of the test.

21. Section 1.5, page 23, and 1.6, page 27—Test Administration Manuals and Test Coordinator Manual—Is one Field-Test Administration Manual (TAM) and one Field-Test Coordinator Manual (TCM) to be delivered each year, in addition to an operational Test Administration Manual and an operational Test Coordinator Manual?

Yes.

22. Section 1.6. A, page 25. The RFP states that one operational test form will be Brailled in each administration. The same is noted for Large Print and Read Aloud. Is the same modified form to be used for every administration, or is the plan that a new operational form be developed in these formats for each administration?

The same form may be used for the May and December test administrations. A new operational form should be developed in these formats once every year.

23. Section 1.6 A, page 27—When must the Interpretive Guide be made available to schools?

The Interpretive Guide should be available when the assessment reports are released.

24. Should a separate Interpretive Guide be developed for each course?

Yes.

25. Can LDE provide a sample of an Interpretive Guide from another testing program that is similar to their expectations for this document?

A sample Interpretive Guide can be found on the LDE Web site <http://www.doe.state.la.us/lde/saa/2273.html>. Select the drop-down menu for one of the testing programs.

26. Page 26 describes large-print accommodations. Is LDE open to other solutions for students testing with this accommodation?

Yes, LDE is open to other solutions for large-print accommodations if the option can lower the development cost.

27. Can you provide definitions of the following terms used to specify requirements for the large-print accommodation form in section 1.6(A) on page 26?

Magnification Software

These products allow the user to increase the size of the text displayed on the computer monitor up to 16 times. These programs are generally memory resident and will run with most applications. Many programs have features that facilitate cursor navigation around the screen. Some of these features include the magnifier and microscope tool.

Magnifier Tool

This online tool allows the user to magnify a portion of the screen while in the testing environment.

Microscope Tool

This online tool allows the user to minimize display for a portion of the screen while in the testing environment.

28. Figure 1 in this section (page 28) details a process the vendor is required to follow to prepare for an operational administration. With respect to collecting district data, school data, LEADs data, etc., should the vendor plan to follow the same process in preparing for the field test administration?

Yes.

29. School Master File defined in section 1.6(B), page 29: Is the EOC system expected to maintain STC information from administration to administration?

Yes, the system should maintain and update district test coordinator and school test coordinator information from administration to administration.

30. Section 1.6(B), LEADs File on page 29 indicates that the contractor will receive CSV files from districts and schools to update the LEADs file data. Is the contractor expected to add this data to the EOC system for the schools and districts, or is it expected that the schools and districts will use the EOC system to update the data themselves?

For the May administration, LEADS data will be loaded by the contractor. For the December administration, districts and schools will use the CSV file to upload their own data into the system with the use of an upload function.

31. Section 1.6 A, page 29—CSV File—For December administrations, is the expectation that the contractor loads student, class, and teacher data using CSV files, or will the districts and schools load this data using CSV files?

For the December administration, the districts will upload student, class, and teacher data to the system via CSV files, but the contractor should be available to provide file formats and assist districts if they have questions.

32. Section 1.7, page 32—Handscoring tasks—“For the writing component of English II and English III EOC tests, the LDE expects that one reader will score two dimensions of writing followed by a second reader. A third reader is required to resolve the scores of first two readers when their scores are not adjacent.” In this case, which score is considered to be the final score? Is the contractor required to retain all scores or just the score of record?

There are different scenarios as presented below. For example, if the third reader has the same score as one of the other readers, that score stands. If the readers' scores are not adjacent, reader 3's score is averaged with the higher of the two readers' scores.

For example:

R1—4

R2—2

R3—3 The score of record is 3.5

The contractor is required to retain the score of record in the database.

33. Section 1.7, page 32 of the RFP states, “For the writing component of English II and English III EOC tests, the LDE expects that one reader will score two dimensions of writing followed by a second reader. A third reader is required to resolve the scores of the first two readers when their scores are not adjacent.” Does this mean that LDE wants 100% second read for writing with a third adjudication read?

Yes.

34. Section 1.8 B, page 37—Data and Reports Processing—Please elaborate on LDE’s expectations for “the most efficient system to handle the process of preparing student registration files for each test administration to the posting of reports online.”

Student registration for an administration includes loading district, school, teacher, class, and student data. Some information will remain static from administration to administration, but most of the data will change. LDE will provide data files prior to open registration for an administration. The contractor should be able to accurately and quickly load the data into the system. Data should be able to be updated and augmented by users during open registration prior to an administration. Districts and schools will interface with the system to add to and correct the data that was loaded previously. Data should be organized in a way that the various users can easily determine what the current data is and make necessary changes. These users will also be accessing their reports through the same interface. Users should be able to quickly and easily find the information sought.

35. Section 1.8 B, page 38—Please elaborate on the (online) Phase I reports. Who accesses (e.g., classroom teachers, administrators, students) them online, and how are they to be distributed?

District and school administrators and classroom teachers will be issued authorized user ID and passwords to access reports online. Teachers will distribute a student report to each student. Please see detailed requirements on pages 38–39.

36. What elements of the Phase I report are required following a field test?

Phase I reports for a field test will include elements similar to those required for operational tests. For example, Phase I reports will include subject area, teacher’s name, class period, students’ names, identification numbers, and raw score data. The reports will also indicate whether the students entered and properly exited from individual sessions of the multisession test.

37. Before standard setting has been completed for a given subject area, is the EOC system required to produce Phase I reports for the preceding operational administration (that exclude scale scores and achievement levels)? Is the system expected to regenerate these reports to include scale scores and achievement levels once standard setting is complete?

Yes, Phase I reports should be made available before standard setting. Yes, the system should regenerate these reports to include scaled scores, achievement levels, etc., after standard setting is complete.

38. Section 1.8 states that all reports will be posted online in a user friendly format. Can you elaborate on what forms of online report presentation are acceptable?

Test reports should look professional and attractive to users. The design needs to be meaningful and colorful. All reports should be accessed in a secure manner and should be made available for printing and saving. Acceptable formats include formats such as PDF.

39. Should users must have the ability to access reports from past operational administrations.

Some reports (e.g., summary reports, CSV files) from previous operational administrations should remain in the system for users to access.

40. Is the vendor required to produce Phase I and Phase II reports for the Algebra I operational administrations completed in December, 2007 and May, 2008? If so, when are these reports to be posted?

No, the contractor is not required to produce Phase I and Phase II reports for the Algebra I operational administrations completed in December, 2007 and May, 2008.

41. Section 1.8 B, pages 38–39—On the Phase II reports—Please elaborate on LDE’s expectations for online reporting. Are the reports to be dynamic, queriable reports or static, fixed reports or something in between? We recognize that the reports are to be saved onto CR-ROM format (p.40).

The reports will be static fixed but organized to allow users to readily access required information. As a cost option, proposers may propose a modified query system in which users can search data to find most useful information.

42. When are the first Phase II reports due relative to the field test to operational test cycle?

Phase II reports are not required for the field test. Please refer to pages 15–17 for the release schedule for the operational test administration.

43. Are there any additional filters needed on the School Roster or other reports?

LDE has identified potential filters for the School Roster and other reports. As policy for EOC is approved, more information may be needed.

44. Section 1.8 B, page 41—Student Test History—Is this to be stored in a data warehouse developed under this contract?

Yes.

Should the merge feature be available before reporting or at any time?

The merge feature should be available to users at all times and is based on the uploading of new test administration records to the system that create potential merges based on matching student demographic criteria. Users should be able to merge records when the records belong to the same student but cannot be merged because of conflicting demographic criteria.

What, if any reports should be generated from this database?

Student test history page should be generated from this database.

When is this system to be available?

The system should be available before the December 2008 test administration.

How is security/access controlled?

Security access is determined by user levels: State/District/school administrators and teachers. User IDs and passwords should be systematically generated at certain user levels. The system contains confidential student information governed by the U.S. FERPA laws, and all data contained within the system must be protected using a very high level of security to prevent access by unauthorized users.

45. Section 1.8 C, page 41—System users and accounts—Are there defined times that the system is available?

Yes, the system should be available for student testing on Monday–Friday (7:00 a.m.–4:00 p.m.) For night testing, the system should be available from 4:00 p.m.–9:00 p.m. The system should be available for registration 7 days a week (beginning at 6:00 a.m.).

46. Section 1.8, page 35—Is an online User Guide required from each user-level menu or is the intent to link to a separate PDF document?

The User Guide should be compiled as one PDF document, but should have a table of contents that is linked to all user-level menus for quick and easy access.

47. Section 1.6A, Training Materials, and section 1.8, Hands-on Workshop—Do these references for materials pertain to the same training workshops?

No, training materials in Section 1.6 A is in reference to item development tasks. Training materials in Section 1.8 is in reference to hands-on workshops.

48. Section 1.8, page 44—User Guide—Is this the same document that was identified on each user-level menu on page 35?

Yes.

49. Section 1.8, page 44—Online demonstration site—Does the LDE want this to be available 24 x 7, 12 months a year or for a specified period before each administration?

The online demonstration site should be available two months before the registration for the May and December test administrations.

50. Section 1.8—User Guide—How is this document different from the Test Administrator Manual and the Test Coordinator Manual?

The User Guide should contain mostly procedural steps for all functions associated with the system. Terms, icons, and screen shots should be included.

51. Section 1.8, page 44—Online demonstration site—When is this to be made available?

See question 49.

What activities are to be demonstrated?

The demonstration site will allow users to go in as a District Test Coordinator, School Test Coordinator, Test Administrator/Teacher, or Guest/Trainee. The user should be given the opportunity to complete the tasks associated with each specific menu. For example, guest users should be able to create classes, add/delete/modify test administrators, print and review class reports, etc.

A small sample of test items should be available to demonstrate student testing functions and features. The demonstration site should work the same as the live system except for the inclusion of fake students in the student roster with fake demographic data and the student testing environment with limited number of questions.

How are accounts provided?

The user should be able to request an account online that will generate a user name. Passwords, which are operable for only 30 days, should be automatically generated at the same time of the request, in the format of alphanumeric characters.

What security is required for gaining access?

The online demonstration site should be open to all of the state.

How much data must reside there?

Fewer than 10 test items, fake student names, fake schools, etc. The contractor may propose a method to reduce data storage for this purpose.

52. Does LDE want students to have access to the same site as teachers and administrators?

Students should not be allowed access to the log-in functions designed for teachers and administrators.

53. Is the expectation to have a separate User Guide for each role or one that is categorized by each role?

One User Guide separated into each role.

54. Does LDE have a report of hardware, software, and current network infrastructure for each district and school?

LDE does not have a report at this time. LDE is investigating the possibility of incorporating a yearly technology survey.

55. Does LDE expect the contractor to provide hardware, software, and network upgrades to ensure schools can access the Internet and test online?

Yes, the contractor should support the growth of the EOC system through hardware, software, and network upgrades while ensuring that schools can support the necessary changes.

56. Is LDE expecting a formal site certification of each possible test site?

Yes, LDE expects the contractor to develop a formal certification process. LDE will retain all documentation collected from schools and districts.

57. How will LDE ensure that district networks maintain bandwidth adequate to maintain sufficient speed for EOC?

The contractor should provide the district with guidelines of sufficient bandwidth for the EOC test administrations. The district will be responsible for ensuring that these guidelines are met.

58. How many schools/districts use Unix/Linux PC's?

LDE is unsure of the number of Unix/Linux users. In the future, this information may be gathered through a yearly technology survey.

59. Is the expectation of LDE for the contractor to add servers during a test administration or subsequent to slow performance of system?

Servers should be added either before or after a test administration. The contractor should estimate the number of servers needed before each test administration. Testing should not be interrupted for server updates.

60. Section 1.8, Hands-on Workshop: Is this separate from or in addition to training?

This workshop is considered online system training for districts.

61. Section 1.8, Hands-on Workshop: Is there a separate instance for training?

The online demonstration site should be used as a training tool in the hands-on workshops.

62. Can this be used for training site?

See response to questions 60 and 61.

63. Would there be separate sites for training and online demonstration sites? Or just a tutorial system?

See response to question 51. The Self-Learning Tutorial software is in an additional learning tool. See page 44 of the RFP for details about the tutorial software.

64. It is our understanding the Liquidated Damages will only be assessed if the vendor does not deliver the five items in table 3 as scheduled, and not for all the deliverables in table 2; is this correct?

Yes, it is correct. The last item on table 3 should be changed to "Complete student testing functions for the May test administration by April 10, 2009."

65. Is there a maximum number of embedded field test items in an operational form?

The maximum number of embedded field test items is 8 in one operational form.

66. Please clarify if the items from the existing item bank that are re-field tested are included in the number of items to be field tested to create a new operational form or are additional embedded items.

If items from the exiting test bank have been identified to be revised and re-field tested, these items would be included on a form as embedded items.

67. For costing purposes, how many pages should be estimated for the Interpretive Guide?

Approximately 60 pages.

68. We would like a clarification on what LDE would consider “similar.” In particular, does similar mean other online EOC programs, or can it be other online assessments in general?

Similar means other online assessments with Web-based secure browsers and similar types of questions to those on the EOC tests.

69. Can we get further details regarding the extent to which the use of automated scoring will be acceptable?

To ensure that the EOC program is cost efficient and utilizes the latest technologies, proposers are encouraged to propose a scoring system for constructed-response items that includes a combination of human and computer-based scoring. Automated scoring systems need not be based on artificial intelligence design, but should automate a means of providing computer verification of human-approved scores. Systems that can incorporate this technology with no loss of accuracy will be reviewed more favorably than those that do not.

70. What percentage of students or what percentage of reads?

Depending upon the item, approximately 30% to 50% of the responses are scored by the automated scoring system.

71. How do we relate this statement regarding the system scoring some student responses with table 6 on page 33, which shows the number of scoring readers needed?

For the cost comparison purpose, please use the information on table 6 to budget the handscoring cost.

72. Why is the LEADS file containing the student information only available for the May administration? It would be preferable to have a consistent process for loading this information for all administrations.

LEADS file is available early January for the state users, so it can only be used for the EOC May administration.

73. Can we assume that the schools/state will provide the desktop/laptop hardware/software on which the students will take the test? What type of Internet access can we assume is already in place at the schools?

Yes, schools are responsible for ensuring they have the appropriate hardware for the EOC tests. The contractor should provide districts/schools with the appropriate software to administer the tests. Districts/schools are responsible for ensuring that they have high-speed Internet access.

74. Is it acceptable to have multiple development servers in support of a distributed development team?

LDE does not prefer to use multiple development servers.

75. It may also be necessary for staff to access this server for maintenance, troubleshooting, etc. Is this acceptable?

See response to question 74.

76. Section 1.8C, page 42, System Speed—"If the average response time is longer than 3 seconds . . ." Is there a more detailed definition of "response time"? What student actions, system responses, etc.?

Response time references the number of seconds that a student must wait to see an item. If a student clicks on item 1 and the system takes longer than 3 seconds to respond, LDE considers this an issue that should be addressed by the contractor.

77. Section 1.1, page 15: "For each test, three operational forms shall . . ." However, table 5 shows only one form to be developed for Algebra 1 in the first year. Which of these numbers is correct?

The number is correct on table 5.

78. What is the anticipated number of students testing at each assessment (Dec. and May)?

See response to question 2.

79. What is the anticipated number of students taking the assessment online and the number utilizing paper and pencil for each assessment (Dec. and May)?

See response to question 2. All students will complete an online assessment with the exception of students needing the Braille form.

80. What are the assessment dates for each assessment (Dec. and May)?

December 8–19, 2008 and May 1–22, 2009

81. Where can we find samples of the CR items for each content area?

Sample CR items can be found in the online copy of the Algebra I and English II Assessment Guide, available from the LDE Web site <http://www.doe.state.la.us/lde/saa/2617.html>.

82. We understand that the IRT parameters from the stand-alone field tests will be used for test construction. Will the tests also be post-equated after each operational test administration so that operational IRT parameters can be used to compute students' test scores?

The test will be post-equated after the initial operational test administration.

83. Can the LDE supply Attachment V, cost Proposal, in an Excel format?

LDE does not have an Excel format for attachment V.

84. Would the LDE allow AI scoring on CR items in order to make the two-day turnaround time for student reports?

The contractor may use computer-based scoring (including AI scoring) for some CR items, but the proposer should describe the method in details.

85. If a student does not take the assessment online, does the requirement of submitting student reports in two school days after the student completes the test still hold?.

Students taking the Braille form are the only students not taking the assessment online. These student responses will be submitted through the online system, and thus the two-school-days rule should apply.

86. Page 3 of the RFP indicates that two EOC test will be administered each year in the fall and spring. Table 5 on page 25 indicates that only one operational test will be developed each year for each course except during the initial development year for each course except Algebra I. Will all operational tests be unique, except for necessary linking items, or will operational test be reused as needed in future years?

The operational test forms will be reused as needed.

87. On page 13 it states there will be two administrations of the EOC test each year. Do these tests contain the same questions?

No overlap items across test forms. The two test administrations may use the same form.

88. Page 16, Table 2 of the RFP indicates that December operational test forms for Algebra I and English II shall be finalized by Oct. 1, 2008. What is the source of items for the construction of these forms and will embedded field testing be conducted with fall forms or with only the spring forms?

LDE will supply the item banks for Algebra I and English II to the successful proposer when the contract is executed. Source of items will be the existing item banks.

How many items of each type are available in the item pools for these forms, and do they require the use of any electronic manipulative?

See response to question 10. Yes, they require the use of electronic manipulatives.

What are the formats of the items in the existing EOC item pools (e.g. HTML/XML, Word, RTF, graphic native files)?

Hard copy

89. May the item development plan be submitted to LDE shortly after the submittal of the test blueprints and assessment guides so that item development can commence in early 2009?

Yes, the item development plan is based on the blueprints and assessment guides.

90. When must the Assessment Framework be delivered to LDE?

Assessment Frameworks should be delivered prior to item development and prior to the test blueprint and Assessment Guides committee meetings.

91. Page 18 of the RFP it refers to an Assessment Framework Committee.
Is this the same as the test blueprint committee and Assessment Guides committee?

Yes.

92. On page 19 it states the LDE will provide the contractor with input regarding item quality, etc. Can this approval be facilitated through electronic means like a remote connection to an item banking system?

Yes, that is a possibility LDE is open to but the proposer needs to describe the method in details.

93. What percentage of the current short-answer items are scored by the system versus human scorers?

[See question 70.](#)

94. On page 20 it states an online calculator will be provided.
Does this calculator need to be identical to the one shown on the LA PASS or just contain the same functionality?

[The calculator should be functional and should include the necessary key functions appropriate for the test. Scientific calculators are recommended.](#)

95. Page 22, says for English III, 12 field test forms should be developed, but according to table 5 on page 25 only 6 field test forms are to be developed. Similarly, page 22 says that 6 U.S. History field test forms should be developed, but table 5 on page 25 indicates 12 forms are needed. Can you confirm the correct number of field test forms needed for U.S. History and English III?

[See response to question 11.](#)

96. May electronic audio translations of text files be utilized as an alternative to the mp3 recordings?

[LDE is open to other options, but all guidelines for audio recording still apply.](#)

97. On page 34 it states the system must support both PC and Macintosh OS.
Is there any data available as to the types of operating systems that have been used for previous LA online testing?

[No, but LDE intends to collect data.](#)

98. Will the contractor have any information regarding evening administration of the EOC? Does the deadline of 48 hours begin as soon as the evening test taker has completed the test?

[Night testing varies. During the registration period, LDE will supply the nights and times that evening schools plan to test. Currently, a relatively small number of night testing schools exist. These numbers may vary from year to year. The 48-hour deadline could begin the following day.](#)

99. Does the 48-hour completion deadline pertain to English II and English III when they become fully operational?

[Yes.](#)

100. Does the Hands-On Workshop involve any training on short-answer or writing responses?

Training should include instructions on how to use the tools associated with short-answer and writing responses in the student testing environment.

101. Will this demonstration site require the need for sample test items of each type and subject, large-print functionality, audio files for read-aloud tests, manipulatives required by the operational tests, scoring capability, and other test-taking system functionality of the EOC system?

Yes.

102. The RFP states “The EOC test system will allow for registration of the students as well as individual testing. It shall include but is not limited to the use of a secure Web browser.” Does the state require the use of a “Web-based” solution for the students testing interface, or is the state open to consider a different solution such as an Internet-based desktop application that might offer some advantages over the “Web-based” solution?

LDE requires the use of a Web-based solution for the student testing interface.

103. What daily (or simultaneous user) volumes can the provider anticipate for each of the test administrations (see below)?

- ✓ Algebra I: Year 1, Year 2, Year 3, Year 4, Year 5
- ✓ English II: Year 1, Year 2, Year 3, Year 4, Year 5
- ✓ Geometry: Year 2, Year 3, Year 4, Year 5
- ✓ Biology: Year 3, Year 4, Year 5
- ✓ English III: Year 4, Year 5
- ✓ US History: Year 5

Yearly user projection is based on statewide student enrollment counts for each course. This is identified based on yearly enrollment of students across the state. Since the testing window is open for a maximum of three weeks during one administration, LDE can not project daily or simultaneous use. The current projections for student enrollment for Algebra I and English II can be found in the response to question 2.

104. The RFP states “The student's response on the short-answer items will be scored by trained readers according to the scoring rubrics created for each item. Written compositions will be scored on the two dimensions of Composing and Style/Audience Awareness, the more heavily weighted dimensions of the Louisiana writing rubric. Some student responses will be scored by the system to save the hand-scoring cost. The contractor is encouraged to provide a detailed plan to use technology to score some constructed responses.” Do options for automated scoring apply for both writing assessments and short-answer constructed-response items in other content areas?

[At this time LDE will consider an option of computer-based scoring for short-answer constructed-response items only.](#)

105. Has standard setting been completed for Algebra I? What method of linking operational forms for scaling purposes is preferred by the Department?

[Standard setting for Algebra I will take place in September 2008. Please see requirements on pages 30 and 31 of the RFP.](#)

106. Does the LDE want remote access to an item banking system for editing purposes?

[Yes. In addition, LDE is open to any suggestions to simplify the editing process.](#)