

**College Entrance Exam Scope of Work**

**Section 1.0 Purpose/Background**

The purpose of this Request for Proposal (RFP) is to contract with a vendor that can provide and administer Indiana’s statewide mathematics and English/language arts assessment for high school accountability beginning school year 2025-2026. This assessment will be referred to as Indiana’s College Entrance Exam (CEE) throughout this RFP. The Indiana Department of Education (IDOE) seeks proposals for an assessment that compares achievement of Indiana students to achievement of students on a national basis (and if feasible, an international basis) as required by Indiana law.

The CEE is defined as a potential graduation pathway for students in the State of Indiana in [Indiana Code 20-32-4](http://iga.in.gov/legislative/laws/2019/ic/titles/020/#20-32-4). It will also serve as the measurement of academic achievement required for federal accountability purposes, pursuant to sec. [1111(c)(4)(B)(i) of ESEA (Elementary and Secondary Schools Act)](https://www2.ed.gov/documents/essa-act-of-1965.pdf).

Indiana administers statewide assessments to students per the Every Student Succeeds Act ([ESSA).](https://www.ed.gov/essa) Indiana Code 20-32-5.1-7 outlines additional requirements for Indiana’s high school accountability assessment. The assessment must:

* Be a college entrance exam that results in scores reportable to colleges and suitable for college admission purposes
* Measure mathematics and English/language arts
* Align to [Indiana’s academic standards](https://www.in.gov/doe/students/indiana-academic-standards/) for high school mathematics and English/language arts
* Be nationally recognized
* Be offered digitally to high school students at the school in which they are enrolled
* Be administered during the normal school day (see IC 20-32-4-1.5(d) for legislative reasoning)
* Provide data suitable for growth calculations to fulfill accountability systems with one or multiple measures
* Meet accessibility standards and provide required accommodations

Indiana will administer the CEE once to students in their Junior year of high school (grade 11). Annual CEE participation is approximately 82,000 students. Indiana’s accountability tests are delivered online, and fewer than 0.5% of students require paper as an accommodation.

**Section 2.0 Contractor Responsibilities/Deliverables**

**2.1 Incorporate Indiana’s Legal Requirements and Overarching Principles.**

*Legal Requirements*

Indiana’s CEE must meet certain state and federal requirements outlined in State and Federal law. Every proposal must meet the requirements in these laws (which are also incorporated throughout this RFP). Failure to meet requirements in all current laws may disqualify a respondent’s proposal from consideration.

* Indiana Code 20-32-4-1.5(c)(2) and (d)
* Indiana Code 20-32-5.1-7
* ESEA as amended by the [Every Student Succeeds Act (ESSA)](https://www.ed.gov/essa)
* [Individuals with Disabilities Education Act (IDEA)](https://sites.ed.gov/idea/)

The respondent must also be prepared to address the potentiality of changes in statutes, verify that a modification of the contract is possible, and identify key personnel responsible for proposing and negotiating contract modifications, if necessary.

As Indiana’s accountability assessment for high school mathematics and English/language arts, the CEE must meet all the requirements for [USED Peer Review](https://drive.google.com/file/d/1Y6Ofp-uD-nC-8AQLJx1MKw5QDiiDCd5N/view?usp=sharing) as required by the [*Every Student Succeeds Act* (ESSA)](https://www.ed.gov/essa) in its Non-Regulatory Guidance for States (USED, 2015). The respondent must work with the Indiana Department of Education to identify, create, and provide any peer review documentation that is needed as required by the U.S. Department of Education and to respond to any questions or comments from the peer review panel.

*Overarching Principles*

Indiana believes that five key principles are essential for developing and delivering quality assessments for schools and students. Respondents should describe how these principles are integrated into the daily work and deliverables within the project.

1. Quality. Mature and documented policies and practices support the delivery of error-free products and services. Customer-facing defects rarely occur and are addressed immediately and with full transparency.
2. Management. Program schedules are created by program staff who have experience in state assessment. Dependencies across the multiple programs are clearly defined for customer review. Risks are mitigated alongside customer feedback well in advance of impact. Efficient processes are clearly defined and consistently applied to areas of work.
3. Technical and Technological Precision. Psychometric, statistical, and technology services and staff expertise are robust. Test forms are built by measurement experts, data is confirmed utilizing internal replication processes, and reporting is completed accurately in a timely manner. Technology interfaces are user-friendly, stable, and accessible to both educator and student users.
4. Customer Service Orientation. The needs of students and educators are the highest priority. All communication with these stakeholders must be respectful, responsive, and professional. All deliverables and design decisions consider the needs of these stakeholders and are designed to best meet those needs.
5. Innovation and Continual Improvement. Importance is placed on increasing the value of services and materials through continual improvement. Consideration is given to collecting feedback on successes and challenges and implementing lessons learned. New research and ideas for improvements are considered and discussed with the Indiana Department of Education (IDOE) on a regular basis.

**2.2 Provide a Mathematics and English/Language Arts Assessment.**

*General Assessment Characteristics*

The respondent must propose an assessment that is aligned to the Indiana Academic Standards and is a College Entrance Exam. The CEE must measure student proficiency in mathematics and English/language arts. The proposal should include the following details about the assessment:

* The name of the test instrument.
* The tested content areas.
* A description of the overall test structure.
* The test delivery method (digital with paper available as an accommodation).
* The item types which are included on the assessment (e.g., multiple choice, technology enhanced, hand scored).
* The general test blueprint or test specifications (documents that describe the content which the test instrument measures as well as the number of items or percent of the assessment associated with different content domains).
* The anticipated length of time to administer the assessments.
* Evidence that institutions of post-secondary education throughout the US (and specifically within Indiana) accept and use scores from the assessment as indications of college-and-career readiness.
* A recent technical report describing the validity, reliability, and overall technical quality of the proposed assessment.
* Non-secure sample test forms (if available).

The proposed CEE may be either a fixed form assessment or a computer-adaptive assessment. Fixed form refers to assessments which are comprised of a single set of items delivered to all participating students. Computer-adaptive is defined as an assessment that adapts either by individual items or sets of items (i.e., items aligned to a stimulus) as a student interacts with the assessment. Stage-adaptive tests are included as one form of computer-adaptive test. The respondent must:

* Clearly state whether their solution is fixed form or computer adaptive.
* Clearly describe the method of adaptation, if the test is computer adaptive.
* Define parts of the assessment which are adaptive and parts which are fixed form, if applicable.

*Alignment to Indiana’s Academic Standards*

The assessment must be aligned with Indiana’s Academic Standards for high school. The respondent must provide documentation that describes the degree of alignment between the proposed assessment and [Indiana’s Academic Standards](https://www.in.gov/doe/students/indiana-academic-standards/) (version 2023). This evidence should include:

* The degree to which the assessment measures the full range of academic standards.
  + English/language arts: Courses include English 9/10 and English 11/12. The requirement to measure the depth and breadth of these academic standards includes the communication and collaboration domain. Indiana’s communication and collaboration domain incorporates content such as media literacy, communication, and writing. The respondent should include information about how writing is assessed as well as any options available for authentic writing tasks.
  + Mathematics: Courses include Grade 8 mathematics, Algebra 1, Algebra 2, Analytical Algebra, and Geometry. The requirement to measure the depth and breadth of these academic standards includes both mathematics content and mathematics process standards.
* The degree to which the assessment measures the required content at the appropriate level of difficulty and cognitive complexity.
* The degree to which items on the assessment align to both content and process skills.
* An explanation of how items are aligned as they are developed (e.g., are they aligned to Common Core State Standards, are they aligned to specific content skills or broad expectations, are items written to align to multiple standards or a single standard).
* The emphasis placed on different domains within the content areas based on the test blueprint.
* The degree to which the assessment is capable of assessing students at all levels of achievement (through the total number of items on the assessment and the inclusion of different levels of difficulty within the assessment for measurement precision across the entire proficiency scale).
* The degree to which any parallel forms (e.g., paper forms, computer-adaptive forms, make-up test forms) yield the same alignment results as the base form.

Acceptance through USED’s Peer Review process of verifying alignment to Indiana’s Academic Standards is required. The contractor must complete an initial alignment study (using a research method agreed-upon between the two parties) upon award of contract and provide the results to the IDOE. A third-party alignment study will also be completed (per peer review requirements) following the first administration of the assessment. See *Section 2.8:* *Alignment Study* for additional details. If the degree of alignment between the assessment and the Indiana Academic Standards does not meet quality criteria for peer review, the contractor must agree to work with IDOE to develop a plan for meeting those requirements, based on peer review feedback. This may include working with the state to develop a state-specific test blueprint (i.e., a document that describes which Indiana Academic Standards are included on the assessment) and/or state-specific performance level descriptors that match content required at the cut score to specific Indiana Academic Standards.

*Item Quality and Ownership*

The respondent should demonstrate the quality of the items within the item pool by describing the process for developing items and discussing overall item bank characteristics. The description should highlight aspects of established processes that support item quality, including (but not limited to):

* The use of detailed item specifications in item writing (examples of item specifications may be included).
* Attention to construct-relevance (minimizing construct-irrelevant variances especially for students with disabilities and English learners).
* Accessibility within item design, including attention to linguistic complexity of items.
* Required expertise or experience for item writers and reviewers.
* How different item types are selected during the item writing process.
* The approximate number or percent of hand scored items within the item pool.
* Approximate number or percentage of items in the pool that are available to students with accommodations (e.g., are tagged with text-to-speech, are brailleable, are appropriate for students who are deaf or hard of hearing).
* Internal quality assurance and item review processes.
* Educator content and bias reviews of items.
* Field-testing procedures and psychometric review of item statistics (including differential item functioning [DIF]).
* Ongoing monitoring of operational item performance.
* Uses of items in other states (e.g., are items only delivered as secure summative items, or do other states use them in different non-secure ways?)
* Samples of items across the two content areas.

It is assumed that the contractor will retain ownership and full rights of any test items proposed for use with this solution. The contractor shall obtain and manage permissions for any and all copyrighted materials within their item bank or created within this contract. Any expected deviations from this arrangement must be clearly articulated in the proposal.

*Form Review*

The contractor shall provide IDOE content area experts with access to mathematics and English/language arts test forms for review at least two months prior to the test administration window. The purpose of this review is for IDOE to experience the assessment (content and test administration) and discuss any questions or concerns with the contractor prior to the test administration window.

**2.3 Provide Universal Design, Supports, and Accommodations.**

The respondent must document how the CEE will be accessible for all students, specifically students with learning disabilities, English learners, students with visual impairments, students with orthopedic impairments, and students with hearing impairments.

*Universal Design*

The contractor must incorporate these key universal design principles into both item design and testing systems design so that all users (students, educators, and families) can access content and materials as appropriate. The respondent should provide examples of how these key elements of universal design (taken from the [Center for Excellence in Universal Design](https://universaldesign.ie/about-universal-design/the-7-principles)) will be considered across systems and materials.

* Equitable Use. The design is useful and accessible to people with diverse abilities.
  + Provides the same (or equivalent) means of use for all users
  + Avoids segregating or stigmatizing any users
  + Is appealing for all users
* Flexible Use. The design accommodates a wide range of individual preferences and abilities.
  + Provides choice in methods of use
  + Facilitates users’ accuracy and precision
  + Provides adaptability to the user’s pace
* Simple and Intuitive. The use of the design is easy to understand, regardless of the user’s experience, knowledge, or language skills.
  + Eliminate unnecessary complexity.
  + Be consistent with user expectations and intuition.
  + Accommodate a wide range of literacy and language skills.
  + Arrange information consistent with its importance.
  + Provide effective prompting and feedback during and after task completion.
* Perceptible Information. The design communicates necessary information effectively to the user, regardless of the user’s sensory abilities.
  + Use different modes (pictorial, verbal, tactile) for redundant presentation of essential information.
  + Maximize “legibility” of essential information.
  + Provide compatibility with a variety of techniques or devices used by people with sensory limitations.
* Tolerance for Error. The design minimizes hazards and adverse consequences of accidental or unintended actions.
  + Arrange elements to minimize hazards and errors.
  + Provides warnings of hazards and errors.
  + Provide fail safe features.
* Size and Space for Approach and Use. Appropriate size and space are provided for approach, reach, manipulation, and use regardless of user’s body size, posture, or mobility.

*Accessibility Standards*

The respondent must also explain how its systems are compliant with the following accessibility standards and guidelines:

* [Plug and Play (PNP) Standards](http://www.imsglobal.org/accessibility/accpnpv2p0/spec/ISO_ACCPNPinfoModelv2p0.html)
* [U.S. Rehabilitation Act Section 508](https://www.section508.gov/manage/laws-and-policies/). This requires that all website content be equally accessible to individuals with disabilities.
* [Web Content Accessibility Guidelines 2.1](https://www.w3.org/TR/WCAG21/). These standards make content accessible to a wider range of individuals with disabilities, including blindness, low vision, deafness and hearing loss, learning disabilities, cognitive limitations, limited movement, speech disabilities, photosensitivity, and combinations of these.

*Supports and Accommodations*

The contractor is responsible for providing the following supports and accommodations through their online test delivery system at a minimum. The respondent should describe each tool and its current functionality in the proposal as well as any additional accessibility features, tools, supports, or accommodations which are available. The respondent must clarify whether test tools can be provided based on the item, user, and/or test session (e.g., the level of granularity with which accommodations are designated). Inclusion of screenshots or sample systems (e.g., access to a public-facing website that provides sample items or examples of tools) is encouraged.

* An online calculator.
* Text-to-Speech (for mathematics only). The user must be able to adjust the speed of the voice pack at a minimum. Availability to use a variety of voice packs or to adjust rate and frequency (pitch) of the voice is preferred.
* Accommodated Paper Forms. These include regular print and large print forms. All paper forms must be comparable to the online forms.
* Printed Braille Forms. All braille forms will be contracted braille with Nemeth code for mathematics symbols. Braille forms should be accompanied by any necessary braille notes which the test administrator may need to support student access to graphics or other materials. All braille forms must be comparable to the online forms.
* Translations for English learners (Spanish required, mathematics only. The respondent should provide information about any other translations or language supports that are available).

The respondent must also discuss how non-embedded assistive technology devices (e.g., magnifiers, braille displays) that students use on a regular basis can be available to those students during secure testing.

The respondent must describe the process for collaborating with IDOE on which tools, supports, and accommodations will be utilized in the online platform. The respondent should describe its system’s capabilities to track and monitor student use of accommodations, tools, and features. Preference is given to vendors that can track, monitor, and report on student use of accommodations, tools, and features at the item level.

*Setting Up Accommodations in the Testing Systems*

The respondent must describe the process for collecting and displaying accommodations data in their testing systems. Preference is given to solutions which:

* Can connect to IDOE student databases through API connections or similar (see additional details in *Section 2.4 Provide Systems for Test Registration, Test Delivery, and Reporting).* The accommodation would be read using the GET function from the Operational Data Store (ODS) and then populated in the contractor’s system. The accommodation may be able to be changed by other roles (e.g., State user role). Any proposal must discuss how automated processes interact with manual overrides, as applicable. For example, what occurs if an automated file does not have an accommodation for a student, but another user role adds the accommodation.
* Restrict manual adjustments to accommodations setting based on user role (e.g., test administrator versus school test coordinator versus state user).
* Track non-embedded accommodations (accommodations provided by the test administrator rather than the testing system) along with the embedded accommodations.
* Track actual student use of accommodations (rather than simply whether or not an accommodation was assigned). The respondent should describe their ability to track duration and frequency of use of student accommodations and to report this information in both raw and summarized formats.

If the contractor uses a process by which accommodations are requested and approved, the respondent must describe in detail the process by which local educators would request accommodations, who completes the request, how the request is submitted to the respondent, who reviews the request, how decisions are made, and any existing appeals process. The respondent should also indicate what types of accommodations requests are not approved, what types of score reports are provided for students with accommodations, and whether or not scores continue to be college reportable.

The respondent must describe how they maintain a source of truth for assigned accommodations at the time of testing and provide this information to IDOE.

**2.4 Provide Systems for Test Registration, Test Delivery, and Reporting**

The respondent must provide an online system that supports the test administration cycle. The test administration cycle includes student registration, delivery of test forms to students, and reporting of test scores. The solution must include a test registration (or test administration) platform, a test delivery platform, and a reporting platform. The respondent must provide training, user manuals, and support for the installation/testing of the online platform. The respondent must also provide a comprehensive plan for timely support of schools and corporations who encounter issues with the testing solution.

*User Authentication and User Role Configurations*

The platform must require user authentication to maintain security. Preference is given to respondents who can provide single-sign-on (SSO) access across systems (if applicable). User roles must be available that allow different levels of access to the system, including at a minimum:

* State-level access
* Corporation-level access
* School-level access
* Test Administrator-level access

The respondent must define its user role configuration capabilities, including the degree to which the vendor and IDOE could work together to modify user role capabilities.

*Test Registration (or Test Administration) Platform*

The test registration platform is a system that supports testing coordinators and test administrators as they plan for testing, administer tests, and complete activities after testing. The test administration platform must:

* Be intuitive and easy for non-technical users to manage assessments
* Provide full audit trace capabilities
* Provide varying levels of user access to protect student data (e.g., lock certain fields from editing for school-level users, but allow editing by state-level users)
* Fulfill DOE and State level data security requirements
* Load and maintain student data (including accommodations data) through automated real-time connections to the state’s databases (use of Application Programming Interface (API) is preferred)
* Support flexible grouping and regrouping of students for test administration sessions
* Provide an intuitive and flexible process for managing and monitoring assessment administrations
* Provide IDOE with access to data from test administration cycles throughout the contract (e.g., the previous year’s test administration cycles if needed to investigate test security incidents)
* Allow school users to access, filter, and search by student accommodations
* Provide school users with access to pull student accommodation reports
* Allow corporations and schools to complete an online registration for all assessments
* Support delivery of necessary electronic and paper communications to corporations and schools for purposes of online and paper-and-pencil tests, separately and combined

*Test Delivery Platform*

The test delivery platform is the online system which delivers the assessment to the student and collects and saves student responses. The test delivery platform must:

* Deliver content in secure test sessions
* Support seamless testing experiences for students, including during periods of technical interruptions
* Support at least 500,000 simultaneous users across the state
* Provide the variety of embedded tools and supports needed for the assessment (as described in *Section 2.3 Provide Universal Design, Supports, and Accommodations*)
* Capture and save each student response upon response selection or when the student navigates to another page
* Perform without any requirement for local pre-caching
* Save student responses directly to a server or cloud and not to a local testing device
* Pause student testing in the event of a network disruption and allow student to resume testing at the same place once system is restored
* Recover from network or testing disruptions without any loss of student responses
  + Recovery from interruption must provide quick, simple, and secure reentry to the test at the last point of interaction
  + The respondent must disclose any student data losses which occurred within the last five years.
* Report any errors in plain English with clear directions outlining next steps for both students and test administrators
* Leverage the use of computer-based accessibility tools, supported by an item-tagging system that will control and ensure appropriate application of the tools
* Allow items to be read aloud by the system
* Achieve system response times which meet current industry standards
* Refrain from updating testing system software during normal school/testing hours, except in cases of emergencies. Provide 7 business days’ notice prior to system updates.

The respondent must describe how they plan to work with technology platform creators (e.g., Microsoft, Apple, Google) to ensure that major technology updates do not interfere with the test delivery system functionality, or any accessibility features embedded within or used by the test delivery system. The respondent must also describe how they will ensure that platform/software updates do not negatively impact test security features or functionality within their test delivery system. Preference is given to proposals that work to test systems on beta versions of updated platforms available in advance.

The respondent must provide documentation detailing the system’s capacity as well as network requirements for schools.

* System capacity
  + The respondent must demonstrate the capacity to support at least 500,000 concurrent Indiana students testing (in addition to any other state populations that the respondent’s systems serve).
  + The respondent must provide documentation outlining the number of outages experienced in the previous 5 school year test administration cycles, the duration of any outage, and a brief overview of the impact to students. The respondent must include a description of how internal processes were amended to decrease or avoid similar issues. The respondent must indicate if student data was lost and if so, how lost data was addressed.
  + The respondent must demonstrate prior experience in online, large-scale summative assessments. The documentation should include the names of any states served along with the approximate number of students assessed and the type of assessment (e.g., summative, alternate, general education, accountability).
  + The respondent must meet any/all system stress and readiness requirements no less than three months prior to delivering the online assessment to schools.
* Network requirements for schools: The respondent must provide details about system requirements for schools and students. System requirements that must be listed include testing device requirements (such as supported devices and operating systems), bandwidth requirements, and any requirements for software downloads to support online testing.

*Data Reporting System*

The respondent’s data reporting system must be an online application which reports student scores to school corporations and schools. It must allow permissioned users to view and access different score reports for the students who are linked to that user by organization or classroom enrollment. The respondent should describe how their data system meets the following requirements:

* Provides an online reporting system for students, classroom, school, school corporation, and state level reports as defined in *Section 2.6 Score the Assessment and Report the Results*.
* Provides a cumulative repository of historical student scores for the duration of the contract (e.g., in year 2, schools can access year 1 data along with year 2 data).
* Allows individual student reports (ISRs) to be downloaded and saved or printed individually or through bulk download actions.
* Allows addenda (such as a letter from IDOE or a one-page interpretive guide) to be added to the ISRs upon download or print so that a score report “package” is available for schools to provide to students and families.
* Provides permissioned users with access to the variety of aggregated reports defined in *Section 2.6 Score the Assessment and Report the Results* (preference is given to solutions which provide interactive reporting options).

*Local Setup*

The respondent must describe the steps required for local schools to prepare for online testing and how the respondent plans to provide guides and support for schools with setup for online systems. The successful respondent will meet each of these requirements:

* Publish technology guides which provide step-by-step instructions for users to prepare devices and networks for online testing.
* Provide a tool that allows schools to test their network bandwidth.
* Provide a way for schools to simulate the testing experience prior to the test date. Preference is given to systems which allow schools to test the test delivery system along with different accommodations without requiring student involvement. IDOE welcomes the use of sample test forms or similar which could be used in this process.

*Supported Hardware and Software*

All functions of the online system must operate consistently across all supported devices and operating systems. The test delivery system must faithfully render content across supported devices and browsers, must be capable of running completely within a browser or application window, must not require third-party add-ons, and must correctly render and function on any display of resolution 1024x268 or higher (including devices 8.9” or larger).

**2.5 Administer the Assessment**

*Test Windows*

The CEE must occur within a window during the spring. Per Indiana Code, the CEE cannot be administered for state accountability on a weekend (Saturday/Sunday); it must be administered on a school day. Defined test administration windows are approved annually by the Indiana State Board of Education. The contractor must provide options for make-up testing for students enrolled in the required accountability grade who may be absent on a given test day. Make-up testing could be provided via an initial test window of adequate length or a subsequent make-up testing window. While no specific guidelines govern the length of the assessment, preference is given to those assessments that are concise in duration while still providing meaningful data.

*Test Administration Modes*

The CEE must be delivered online for most students. However, standard print, large print, and braille paper forms must be available for students who require these supports as accommodations. See *Section 2.3: Supports and Accommodations* for additional details about these paper accommodations.

The anticipated paper estimates are:

* Standard print: 150
* Large print: 5
* Braille: 5

*Practice Tests and Released Items*

The contractor will provide a practice test for each content area. The practice test should be accessible to students at least five weeks before the operational testing window opens and provide students with practice on the test delivery system, online tools, and accommodations. Therefore, the practice test must be delivered through the same online test delivery platform and with the same accessibility and accommodations features as the operational assessment.

Indiana code requires IDOE to release 10 items per content area each year. The respondent must describe ways that they can meet this requirement. The contractor will set up a publicly accessible item repository using these released items for student practice and educator/family familiarity with the assessment. These items/sample test forms will be available to educators and students to become familiar with the tools and question formats. The released items must:

* Be available a minimum of six weeks prior to the first testing window.
* Be accessible to the general public.
* Mirror the operational testing platform to the greatest extent possible.
* Provide the same embedded accommodations and accessibility features as are provided in the operational assessment to the extent possible.
* Include scoring information (whether within the online system through real-time feedback or in static scoring guides published for the general public).
* Be refreshed annually to include newly released items.

*Test Administrator Training*

The contractor must provide training and certification programming for Test Administrators (TA) administering the CEE. This training and certification must be updated and provided annually to all TAs. The training must prepare TAs to correctly administer the assessment and must include a virtual on-demand option (in-person opportunities are optional). The contractor will provide standardized training to IDOE for review, and IDOE will add Indiana-specific guidance to the training in an Indiana-specific training segment. The contractor will then publish and deliver the complete training to TAs. The respondent must describe the training planned to meet this requirement as well as the level of flexibility in making Indiana-specific updates to any standard training materials.

The respondent must provide their training plan as part of their proposal.

*Manuals and Scripts to Support Test Administration*

Some ancillary materials are required to support test administration. The contractor is responsible for developing and publishing error-free manuals and scripts as needed to support the proposed solution. The contractor must provide manuals and scripts to IDOE at least 10 business days in advance of publication to schools. The purpose of this review is for IDOE awareness and opportunity to discuss any areas of concern prior to publication. The contractor will apply quality control measures prior to posting the file for IDOE’s review, and before publication to ensure the final document is error-free. The respondent must list all of the manuals and ancillary materials which will be produced and/or distributed to support the proposed CEE test administration, as well as a timeline for when schools will receive the materials. The list should include details about the intended purpose and audience for each manual or document. The respondent should also describe the specific quality control measures that will be implemented to ensure manuals are accurate and error-free.

*Communication Plan*

The respondent must supply a comprehensive communications plan that delineates their strategy for outreach to all Indiana schools (and relevant personnel) to communicate before, during, and after the assessment. The plan should include messaging strategy, tactics, deliverables, and a timeline for communicating different aspects of administration. Deliverables in the communication plan may include (but are not limited to):

* Fliers and/or trainings that support preparation for test administration
* Short video clips that highlight key features of the assessment
* Training materials that describe how to utilize data from the assessment to support instruction, student-level decisions, and school-level decisions
* Family-friendly fliers and/or short videos explaining the test purpose, how students can prepare for success, and how results can be interpreted and utilized
* Frequently Asked Questions (FAQs) documents

*Help Desk*

The respondent must provide a help desk to assist school users (and state as applicable) with all facets of technology issues, online testing student registration, and reporting. The help desk must also be prepared to assist with any logistical issues related to accommodated paper testing. The respondent must describe how the help desk can meet the following requirements. Example documentation and reports are encouraged when available.

* Be available weekdays between 07:00 and 19:00 EST/EDT year-round.
* Be available via email and phone at a minimum. Preference is given to systems that also provide an online chat feature.
* Utilize protocols and training materials (approved by IDOE) to provide standardized, quality assistance to schools.
* Utilizes tiered escalation protocols which include the respondent’s program team and IDOE as appropriate.
* Incorporate strong customer service principles, including fast response times, professional and polite communication, conflict resolution, and empathy.
* Share a report that summarizes all issues and highlights common issues with IDOE each month.
* Share a report that summarizes average daily call volumes and customer wait times at the end of each test administration window.

**2.6 Score the Assessment and Report the Results**

The CEE must have the validity, reliability, and technical quality required for use in the state’s accountability system. The assessments must be of such caliber that they can be used to validly inform (1) program effectiveness and improvement and (2) individual student achievement.

*Score Reports*

Individual Student Reports

The contractor will provide an individual student report (ISR) for mathematics and English/language arts following each spring test window. The ISR for each content area must include:

* A scale score
* A proficiency level (or performance level)
* Domain scores
* Comparison to state performance
* A national comparison
* A defined college-and-career-readiness indicator
* An international comparison (not required, but preferred)
* Accommodations assigned/used (preferred)

Per state law, the contractor must provide a summary of the student’s statewide assessment results that are:

* In an easy to read, understandable format for parents, and
* Include information regarding how the student’s statewide assessment results compare to statewide assessment results of other students in the same grade level in Indiana.

The ISR should be intuitive to interpret and should include information about next steps for educators and families. The respondent should include any sample score reports that are available within their proposal and describe ways that the ISR might be customized for Indiana. The ISR must be available electronically to permissioned users. The respondent must describe the process for accessing the ISR as well as which permissioned users are able to access these scores.

Information from ISRs must also be available to corporations and schools via a data file that meets the State of Indiana expectations. The respondent should provide a sample data file layout to demonstrate this and should indicate any opportunities for customization within that data file layout.

Aggregate Reports

The contractor will create aggregate reports from the individual student results and make them available to schools, corporations, and the state. Aggregate results should provide information on the distribution of students across different proficiency levels for scale scores and domain scores. Aggregate results should also be filterable by student demographic characteristics and accommodations assignments. Reports from online and accommodated paper-and-pencil test attempts must be aggregated in the same way and available within the same systems. The respondent must describe their plan for the aggregate reports as well as any ways that the proposed solution can be customized for Indiana within their proposal.

*State Data File*

The contractor must provide a state data file to IDOE at the end of the spring assessment window that includes all accountability data. The state data file must include student-level scores and proficiency. The following fields are a minimum requirement. Other fields may be included following discussion and agreement between the contractor and IDOE. The respondent must provide a sample data file layout within the proposal for review.

* Student Test Number provided by IDOE (unique identification number)
* Student full name
* Student birth date
* Corporation entity number (provided by IDOE)
* Corporation name (provided by IDOE)
* School entity number (provided by IDOE)
* School name (provided by IDOE)
* Content area indicator
* Overall proficiency level
* Overall accountability scale score
* Domain proficiency levels
* Domain proficiency scores (if applicable)
* Accommodations assigned
* Accommodations used

The state data file must be received through an API interface. The respondent must describe their ability to send scores in this way as well as any history they have of providing scores via API for other states. The API specifications must also address the security of the data transfer.

IOT Data Exchange and IOT Security recommend that the State’s standardized technologies, MuleSoft API Management and/or GoAnywhere Managed File Transfer services (option dependent upon solution complexity), should be employed to facilitate secure data transmission. Elaborate on how your solution will accommodate the use of these technologies for data transfer. If the proposed solution does not support these technologies, explain in detail why and outline the proposed alternative.

Dynamic Reporting System for Educators

The contractor must provide a dynamic reporting system for educators. This system must be role-based and allow teachers, schools, and corporation-level staff to view assigned student reports, aggregate reports, and accountability reports. The system must also meet all requirements for systems listed in *Section 2.4 Provide Systems for Test Registration, Test Delivery, and Reporting.* Preference is given to proposals which also provides solutions for connecting scores to existing instructional programming and supports. The respondent must describe their solution for dynamic reporting systems, including:

* Innovative reporting structures.
* Electronic accessibility of reports.
* Aggregate data at the classroom, school, corporation, and state levels
* Report security and control of access to student-level data.
* Ability to export data in CSV, XLSX, or similar for use importing to corporations’ school information systems.
* Ability to export reports (especially individual student reports) as pdf or similar for distribution to stakeholders.
* Extent of customization (e.g., headers, external data sets, format, etc.).
* Access to communication support for educators and families (e.g., parent letters).
* User guides/interpretation information to assist users in understanding, using, and interpreting the reports.
* Capability for translations. Respondent should describe all languages available. Preference is given to Spanish availability (highest preference), Burmese (Chin Hakha), Vietnamese, Arabic, and Simplified Chinese.

Data Literacy Training for Educators

The contractor must provide training for educators (classroom teachers and building administrators) to ensure they can access, understand, and use the data from the assessment. The training must:

* Demonstrate how data is accessed using demo data in the live reporting portal.
* Discuss the information provided and explain its meaning and implications to classroom supports.
* Be accessible on-demand
* Be available at least six weeks prior to the first operational test window
* Be refreshed/updated as needed each school year

The contractor will draft the training, gather feedback from IDOE, implement any necessary changes, and receive approval from IDOE prior to releasing the training for public use.

Dynamic Reporting System for Families and Students

The contractor must provide a dynamic reporting system for families and students. This system must allow families to securely access student scores via an internet-connected device. The system must also meet all requirements for systems listed in *Section 2.4 Provide Systems for Test Registration, Test Delivery, and Reporting.* Preference is given to proposals which also provides solutions for connecting scores to existing student supports for home activities. The respondent must describe their solution for dynamic reporting systems, including:

* Innovative reporting structures.
* Electronic accessibility of reports.
* Report security and control of access to student level data.
* Ability to export individual student reports as pdf or similar.
* Extent of customization (e.g., headers, external data sets, format, etc.).
* Access to communication support for families (e.g., parent letters).
* User guides/interpretation information to assist users in understanding, using, and interpreting the reports.
* Capability for translations. Respondent should describe all languages available. Preference is given to Spanish availability (highest preference), Burmese (Chin Hakha), Vietnamese, Arabic, and Simplified Chinese.
* Ability to provide score reports in an alternative format in accordance with the Americans with Disabilities Act (ADA) upon request by parents with an ADA-defined disability.

Timeline

Individual student reports should be available to schools and families to support educational decision-making as soon as possible. Indiana’s assessment for grades 3-8 provides results with 24 hours of student test completion for machine-scored assessments and within 12 days for assessments that include hand-scored components. Preference will be given to the proposal that achieves timelines for high school reporting that are as close as possible to the timelines for other Indiana assessments.

Final results for accountability are required by state law no later than July 1 each year. For school year 2025-2026, standard setting may occur; therefore, additional time may be needed for accountability results. Accountability results for 2025-2026 must be provided by September 1, 2026.

*Scoring*

The respondent must submit a scoring and reporting plan which details the approaches (methods) for scoring and reporting for the CEE. The scoring plan should include details such as (but not limited to)

* The scoring models utilized; preference is given to pre-equated scoring models to ensure quick delivery of student results
* The methods for equating forms across administrations
* Processes for monitoring the scale and item calibrations for drift
* The methods for handling missing data or invalidated assessments
* Information about the respondent’s retention rules for student response files; preference is given to proposals that agree to retain student response files for three years.

Each student’s assessment score should be reported separately by content area. The results of the assessment must be tracked by an individual student’s Student Test Number (STN) so that results are both portable over geography (as the student moves from school to school or corporation to corporation) and available over time (as the student advances to graduation).

Hand-scored Items (If Applicable)

If the proposed solution includes hand-scored items, the contractor is responsible for all operational and support tasks associated with administering and scoring open-ended items. The respondent should provide an overview of the plan for scoring open-ended items and ensuring validity and reliability of scores are maintained. The respondent must also develop a plan to monitor student open-ended responses for potential destructive messages (including intent to harm self or others) and securely alert school corporations for follow-up in such cases.

Indiana Code 20-32-5.1-13(d) requires IDOE to allow parents to request a rescore for any open-ended hand-scored item included in statewide assessments. The respondent must provide a plan for collecting and processing rescore requests as well as communicating any changes to final scores following the rescore.

If the respondent has an AI solution for hand-scoring, provide details about this solution including research on the reliability and validity of scores produced by the solution.

Reliability Requirements for Hand-scoring

If the respondent proposes the use of any hand-scored items, the respondent must also describe their plan to ensure the reliability of scores for these items. The plan must include details such as training and qualification for hand-scorers, inclusion of validity papers during the scoring process, processes for second-scoring, and monitoring for score reliability. A representative sample of student responses must be used in the training of scorers.

**2.7 Protect the Integrity of the Assessment and Associated Data through Security Protocols**

IDOE places great importance on test confidentiality, integrity, and security. The respondent must provide their plan to ensure the assessment and all associated data are secure.

*Test and Data Security*

The respondent must propose specific security measures considered appropriate for operational administration of the CEE. The successful respondent must sign the state’s cloud terms which are a part of each state contract. These measures must include (but are not superseded by):

* The respondent’s procedures for reducing security threats and risks (e.g., hacking, distributed denial of service, and other threats) and protecting test materials, Personally Identifiable Information (PII), and related data during item development, test construction, materials production, distribution, test administration, and scoring.
* The respondent’s security features for storage of test materials and related data such as items and student responses.
* The respondent’s business practices and protocols aimed at data security and protecting privacy including third party audits, staff training, and role-based access to systems and materials.
* The respondent’s protocols to address potential or actual data breaches (e.g., client reporting, escalation, response, and mitigation).
* The respondent’s rules and procedures for secure transfer of student-level assessment data in and out of the data management and reporting systems between authorized users (e.g., state, schools, and respondent).
* The respondent’s disaster recovery plan, including how often a disaster recovery test is performed, when it was performed last, and results of the latest disaster recovery exercise.
* The respondent’s confirmation that all student results and PII information are stored on domestic servers.
* The respondent’s plans for web monitoring (or similar) to ensure that sensitive test information is not disclosed through websites, peer-to-peer servers, social media, or other online channels.
* The respondent’s plan to track secure paper materials and ensure their return/destruction (as applicable).
* Exposure controls that exist which ensure continued security of test items within an administration and across different administrations.
* The respondent’s plan for monitoring the fidelity with which the test administration and security procedures are being applied.
* Assurance that student data is encrypted both in transit and at rest.
* Assurances that student data shall not be used (nor permitted to be used by subsidiaries or subcontractors) in any way or for any purpose other than those expressly granted by contract.
* Assurances that student data will not be provided to any party other than those parties expressly granted by contract terms. The contractor must secure and protect identifiable student data.

Test security violations and other breaches of test security can impact the fairness of testing. To ensure fairness of the administration of statewide assessments, the respondent must describe in detail the processes it plans to use to secure items during test development, to secure its online assessment systems before, during, and after testing, and to investigate and respond to any material breaches of test security. The respondent should address their ability to offer breach forms to students in the event of a large-scale test security violation for fixed form solutions. The respondent must also agree to work with IDOE and assist in conducting investigations of material breaches if the IDOE receives a report of an incident.

A material test security breach is anything that may compromise the integrity or validity of the test and/or its results. The respondent must agree to report all security breaches, as well as to investigate the implications for IDOE’s assessments, to the state within 24 hours of receiving information about them. The respondent must agree to work with the state to define a solution for any material test security breach which occurs.

A data or PII breach is anything that compromises the security of student data or PII. The respondent must agree to report all student data or PII breaches, as well as investigate the implications for IDOE, to the state within 24 hours of receiving information such a breach has occurred. The respondent must agree to work with the state to define a solution for any PII breach which occurs.

Any vendor that is using a SaaS/cloud solution must submit the following for security assessment purposes:

* An IOT cloud questionnaire document
* A SOC 2 Type II audit report
  + If a SOC 2 Type II report is unavailable, a Security Assessment Report
* A recent penetration test report, if available
* Reports of, or summaries thereof, static, and dynamic code testing results.
* Reports of, or summaries thereof, infrastructure as code scan testing results.

Vendors should visit <https://www.in.gov/iot/iot-vendor-engagement/> for more information on State of Indiana data security requirements.

**2.8 Complete Technical Analyses and Ensure Technical Quality**

*Technical Quality for Assessments*

The contractor must ensure the reliability and validity of individual student scores. All technical analyses conducted must meet nationally recognized professional and technical standards as established by the *Standards for Educational and Psychological Testing* (AERA, APA, and NCME, 2014). The respondent must include a section in their proposal showing evidence of experience identifying technical issues and providing solutions. The contractor will:

* Conduct annual analyses using a combination of classical test theory such as IRT to generate initial parameters for any field test items.
* Engage in annual psychometric analyses of all assessment data, including: data cleaning, classical test theory and item analyses (e.g., p-values, point biserial, reliability analyses, classification analyses, raw score to scaled score frequency distributions), IRT analyses for calibrating and scaling the assessment data, analyses to support the use of a unidimensional IRT model, form equating across years, analyses of cross-year scale drift, fairness analyses and differential (DIF), and establishing any new scale.
* Establish and document evidence of classification consistency and test score reliability, including internal consistency of total scores and standards of measurement/conditional standard error of measurement.
* Establish and document evidence of validity of testing scores including (but not limited to)
  + Evidence that subject matter experts have determined that items and test forms represent an adequate sample of the content frameworks.
  + Evidence that items sufficiently align with the test blueprint.
  + Evidence that the assessments were administered in a sound manner so that scores represent the achievement of students.
  + Evidence that alternate forms of each test assess the same content (just with different support levels).
  + Evidence of the interrelationship among “standard” scores.
* Conduct appropriate annual analyses to verify item functioning and scoring and to monitor for drift within the item bank. These analyses may be adjusted from typical models due to the alternate population needs.
* Provide IDOE with all appropriate test statistics and information including test information functions, differential test function information, and validity and reliability measures from any field test which occurs.
* Use appropriate pre-equating methods to ensure the quick delivery of student reports.
* Establish model fit and individual score reliability for the selected scaling procedure(s).
* Employ appropriate statistical procedures to accurately equate the tests and produce raw score-to-scale score conversion tables.
* Conduct annual and ongoing bias, reliability, validity, and usefulness studies (as referenced under subsection *Technical Reports*).

*Data Forensics*

The respondent should describe any data forensic work which they conduct to monitor test security. The contractor will work with IDOE to define a process where flagged entities in Indiana are discussed and investigated. Within three months after the last test administration each year, the contractor shall provide a detailed interpretive report that shares the findings of the school year’s data forensic analyses. The report will highlight and detail statistical irregularities in a manner that supports improvements for IDOE’s ongoing test security processes.

*Technical Reports*

The contractor will prepare a technical report after each year’s test administration. The report must:

* Provide an overview of the test design, include evidence of the validity and reliability of the assessment, report on results and student characteristics from each test administration, and include any special studies performed.
* Provide evidence to demonstrate the quality of the instrument as defined by the *Standards for Educational and Psychological Testing* (AERA, APA, and NCME, 2014).
* Include the technical documentation needed to demonstrate adherence to the U.S. Department of Education’s *Peer Review of States’ Systems of Standards and Assessments* (USED, 2015).
* Include the results from annual and ongoing bias, reliability, validity, and usefulness studies. (If Peer Review feedback requires any special studies, those studies will be managed through contractual amendments and advised by Indiana’s TAC.)

The respondent should provide a technical report outline as part of the proposal. The respondent should also provide a table that shows how their technical report aligns to federal peer review requirements.

*Third Party Alignment Study*

Per federal peer review requirements, IDOE will work with a third party to perform an independent alignment study following the first administration of the CEE. The contractor must provide needed support for this alignment study including:

* Third-party vendor access to the selected items and associated metadata
* Educator panel access to the selected items and any defined metadata
* Support understanding test design and item bank for defining the item sample set

*Standard Setting*

The contractor must support standard setting (or standard confirmation) for mathematics and English/language arts. For the CEE, two requirements exist that highly impact standard setting processes.

* The contractor must develop at least two cut scores (three proficiency levels) for federal accountability reporting per ESSA.
* The “passing” cut score may not be lower than the nationally recognized college entrance exam’s college benchmark score per Indiana Code 20-32-5.1.

The respondent must describe in general their plan for standard setting specific to their proposed solution. The plan should include:

* Range and threshold proficiency level descriptors
* How those descriptors will align to Indiana’s academic standards
* How those descriptors will be developed
* What research-based method is recommended for the standard setting process (include references to relevant research literature)
* How both state-level and national-level impact data will be included in the standard setting (or standard confirmation) process that is defined

The contractor will create a detailed standard setting plan in collaboration with the IDOE. The contractor will present the standard setting plan to Indiana’s Technical Advisory Committee and adjust the plan as necessary based on feedback.

The contractor will plan and facilitate the standard setting committee with educators. This meeting should be onsite at a location near Indianapolis, Indiana. The contractor will:

* Plan and facilitate the standard setting activities
* Collect non-disclosure agreements from each educator
* Provide ordered item booklets and other test materials to educators in a secure manner
* Provide either paper materials or devices for onsite panelists to use to access materials
* Track educator feedback and decisions
* Provide educators with an honorarium of $300. This assumes that standard setting meetings will last one day. No additional payments (such as travel) are required

IDOE will:

* Recruit the educators needed for the standard setting process
* Provide content and program-level support for the meetings
* Provide the conference space

Within 30 days of the standard setting committee, the contractor will develop a technical report that delineates the processes, procedures, and results of the committee. The contractor will present the standard setting technical report to Indiana’s Technical Advisory Committee and adjust the report as necessary based on feedback. This technical report will be used for peer review and must meet the recommendations in the current [APA/AERA/NCME standards](https://www.aera.net/Publications/Books/Standards-for-Educational-Psychological-Testing-2014-Edition) as well as current federal peer review requirements.

*Requirements Related to the Technical Advisory Committee (TAC)*

The contractor must be prepared to attend up to three virtual TAC meetings annually and present technical topics and/or questions as agreed-on by IDOE and the contractor. The contractor must provide clearly stated written questions for the TAC along with supporting background materials to IDOE for review three weeks prior to each TAC meeting. Psychometric processes, including test design, scaling, equating, and validation procedures as well as technical reports are usually presented to the TAC for review and must receive IDOE approval. The contractor must send appropriate staff to the TAC; psychometricians are typically expected to attend. The contractor must provide any additional support or follow-up, as required by the TAC and/or IDOE.

**Section 3.0 Project Management**

**3.1 Demonstrating Prior Experience**

The respondent must demonstrate prior experience in administration of college entrance exams on a large scale (approximately one million students or more), including the administration of online assessments within the last five years. The respondent must provide documentation of:

* Prior experience with large-scale summative assessments for college-and-career-readiness.
* Prior experience with large-scale summative assessments for state accountability.
* Descriptions of online summative assessments developed and delivered in the last five years as well as a brief description of their level of success.

**3.2 Creating the Project Team**

The respondent must identify their project manager and specific characteristics of their project manager. The project manager must:

* Have at least five years of experience successfully managing high-stakes assessment programs.
* Be fully dedicated to this project.
* Have and maintain PMP certification (preferred).
* Serve as the primary point of contact for IDOE for the project.
* Assemble, oversee, and coordinate the project team and all related subcontractors.

The contractor must provide a cohesive, dedicated, and skilled core team, which is critical to the success of this alternate assessment project. The respondent must identify the core team, describe their roles/responsibilities for the project, describe the amount of time (e.g., 20%) they will dedicate to Indiana’s program, and provide their resumes within the proposal. Examples of key staff include (but are not limited to) the roles within the table below. The description of duties in the table is not comprehensive, but representative.

|  |  |
| --- | --- |
| **Role** | **Description of Duties** |
| Project Manager | Oversees the Indiana project and is the main point of contact for all communication with IDOE. Must be fully dedicated to this project. |
| Content Lead | Oversee item development, test form construction, item tagging, and monitoring of item bank status. |
| Psychometrician | Assists with technical aspects of compiling item statistics, completing test form selection, conducting validity studies, performing quality control, providing data for alignment studies and other research efforts, and developing annual technical reports for each program. |
| Accessibility Specialist | Ensures availability and appropriate implementation of universal design, tools, support, and accommodations. |
| Training Specialist | Develops and delivers training to school test coordinators and test administrators to ensure the assessments are administered with fidelity and the data are used as intended. |
| Ancillary Specialist | Develops ancillaries to support test administration (e.g., manuals, scripts), maintains accuracy and consistency across all materials, and applies internal quality assurance procedures to materials. |
| Information Technology Specialist | Oversees the test administration, delivery, and reporting systems and provides necessary solutions to technical issues. |
| Customer Service Supervisor | Oversees the respondent’s customer support network (e.g., help desk) and ensures all customers receive quality and timely responses to questions. Ensure resolution of all reported issues and establishes protocols to escalate issues as needed. |

Except in the case of illness, death, or leave of absence, and so long as the personnel remain partners, principals, or employees of the contractor, no re-deployment of any member of the core team as required by the work plan may be made without prior written consent of IDOE’s Office of Student Assessment, which shall not be withheld without good cause. Replacement of such personnel, if approved, shall be with personnel of equal or greater ability and qualifications within 30 days of notification.

**3.3 Planning and Facilitating Project Meetings**

*Kickoff Meeting*

A kickoff meeting is required for project initiation. The purpose of the kickoff meeting is to introduce key stakeholders, points of contact for the project, address vendor or IDOE questions/concerns, provide an update on the contract status, and discuss next steps for project implementation.

* The contractor shall schedule and facilitate one project kickoff meeting no later than three weeks following final contract sign-off.
* The kickoff meeting will be virtual (Microsoft Teams is preferred, but not required; if the vendor opts for another platform, it must be available via web browser at no additional cost and with no additional software or plugins required).
* The contractor will draft a meeting agenda and provide it to the IDOE at least 72 hours in advance of the meeting. The contractor must provide meeting minutes for IDOE’s review and approval within 24 hours of the meeting completion.

*Planning Meeting*

The contractor must facilitate (and support all associated contractor costs for) a minimum of three dedicated planning meetings each year between IDOE and the contractor’s project management teams. These meetings will be held virtually (Microsoft Teams platform is preferred but not required) and typically last 3-4 hours for planning purposes. The contractor shall deliver a proposed agenda at least 72 hours in advance of each planning meeting and shall deliver meeting notes (include action items, decisions made, decisions pending) within 48 hours of each planning meeting.

*Status Meetings*

Project status meetings are critical for monitoring progress on project deliverables and ensuring the project remains on time and track to completion. The contractor must plan and facilitate weekly status meetings with IDOE to address all aspects of the program.

* The weekly meetings should typically be 60 minutes in duration but may vary based on each weekly agenda.
* The weekly meetings will be virtual. The contractor will host the meetings using virtual conferencing software. Microsoft Teams is preferred, but the respondent may propose other communication technology for IDOE’s consideration and approval.
* The contractor will deliver an agenda of proposed topics to IDOE for review at least 24 hours in advance of each scheduled call. IDOE may also propose agenda topics to discuss.
* The contractor will deliver weekly status reports (e.g., written notes, action items, decisions made and decision pending, status of ongoing deliverables, program risks and associated mitigations, and other applicable documentation) within 24 hours of each meeting using a format agreed on by both parties.

**3.4 Creating and Maintaining Project Plans and Schedules**

The contractor is responsible for creating, monitoring, updating, and maintaining a detailed project plan and schedule for all components of the project, including tasks owned by the contractor, IDOE, and all other stakeholders to ensure the schedule is detailed, complete, and fully integrated. The contractor will:

* Deliver a draft project schedule to IDOE for discussion and review within 30 days of contract execution. This schedule must delineate agreed-on durations, associated tasks, and responsible parties for completing each deliverable or process step. Preference is given to respondents who are willing to use Smartsheet for the project schedule to integrate into IDOE’s current project management system.
* Continuously monitor the ongoing operations of the summative assessments using a detailed project plan and schedule. The project plan should be updated at a frequency agreed upon by the contractor and IDOE and should be make available for all project team members to review on demand.
* Provide an annual updated project plan and schedule for joint use by IDOE and the contractor in monitoring all program activities by July 1 of each year.
* Provide appropriate, frequent, direct real-time access to the project schedule
* Update the project schedule as needed to maintain workflow and address any identified risks. Apprise IDOE of any changes to the schedule.
  + Changes to key milestones in the master schedule will require a contract amendment.

The respondent must provide a master schedule highlighting the key milestones on the critical path for year 1 of the contract (school year 2025-2026) within the proposal.

The respondent must disclose any missed deadlines, litigation or breaches of contract due to missed deadlines resulting in compromises of an assessment program from the last five years as part of the proposal.

**3.5 Working with Subcontractors**

The respondent may use subcontractors to address portions of the required services. Any respondent that intends to use subcontractors must:

* Identify in the proposal all subcontractors which will be used.
* Describe the work each subcontractor will complete.
  + If a subcontractor will provide services related to key elements of test administration, scoring, or reporting, the respondent must also include relevant education background, professional experience, and resumes for subcontractor staff who would serve in primary roles.
* Describe the anticipated supervisory structure (e.g., organizational chart) and a detailed plan for regularly overseeing the quality of each subcontractor’s work.
* Ensure all deliverables are completed in accordance with the requirements of the contract.
* Provide a detailed plan for ensuring test security and confidentiality are adhered to, as applicable.
* Provide a detailed plan for ensuring student-level data is maintained securely and confidentially.
* Provide detailed information about the level of student data that is available to each subcontractor. The primary contractor is responsible for maintaining the security of all student data.

All subcontractors must be approved by IDOE. The contractor will serve as the sole point of contact for all contractual matters, including those that may impact or involve a subcontractor. Deficiencies in work performed by any subcontractor including any lapses in data security required under the contract are the responsibility of the primary contractor. The respondent must indicate acknowledgement of this in the proposal.

**3.6 Managing Risk and Quality Assurance**

*High Quality Products and Services*

The contractor is responsible for delivering and maintaining high quality products and services, including (but not limited to) assessment items, data processing, and scoring. Key personnel must be assigned to manage and oversee quality assurance practices. The respondent must define current quality control and assurance methodologies currently in use as well as copies of quality assurance protocols as appropriate. Key processes which require quality assurance protocols include, but are not limited to, test production, manual development, scoring and reporting, data analysis, and test delivery.

The fundamental purpose of the CEE is to provide accurate information on student performance. The contractor must use every means required to ensure that information created for the project is correct. The contractor is responsible for correcting (at the contractor’s expense) any errors arising from activities that are the responsibility of the contractor. This may involve activities such as conducting analyses to identify the cause and extent of errors; reprinting or reproducing flawed products or other materials; replacing erroneous files; reproducing inaccurate reports; shipping lost or damaged replacement products or reports to the state or corporations using expedited shipping services; and communicating directly with school corporations as to the nature and extent of the error, upon approval from the state.

The contractor must plan and prepare schedules that will allow work to flow alongside quality assurance processes in a timely, effective manner to maintain high quality deliverables. The respondent should describe how quality assurance will impact the building of the annual project schedule.

*Risk Management*

The contractor must specifically address timeline issues, risks, and mitigation and contingency plans for all aspects of the project. The respondent must describe their protocols for managing risk and preparing contingency plans. These plans should refer to more than just “communication.”

The respondent should describe its proven ability (and that of any proposed subcontractors) to document and enact risk management strategies – especially as they relate to the development, production, shipping and receipt, administration (online assessments), scoring, data processing, reporting, and psychometric activities for high-stakes assessments.

The contractor is required to complete risk assessment activities and to manage any risk to the project should it arise. The respondent should submit sample risk assessment documentation to demonstrate the comprehensiveness of its ability to conduct contingency planning for a variety of conditions. This risk assessment documentation may be submitted as an attachment to the proposal. This documentation should also highlight internal procedures and protocols for quality assurance in all aspects of delivering large-scale, statewide assessments.

*Quality Assurance in Scoring and Data*

The contractor must ensure that all data operations are subject to multiple quality assurance checks for accuracy before results are released. The respondent should include in the proposal a full and complete description of its quality assurance procedures specific to score reporting for IDOE review.

The respondent must describe how their systems, processes, and protocols will prevent data loss.

The contractor will retain student response files for possible rescoring for a designated period agreed upon by the contractor and IDOE (usually three years).

The contractor will immediately notify the state when an item error, scoring error, or reporting error is discovered via established Communication Protocol. The contractor and IDOE will develop a plan for correcting the error. The plan will include a detailed description of how timely and forthright information will be communicated to all affected stakeholders. The respondent must agree to these processes within their proposal.

*Quality Assurance in Program Transition*

The contractor is responsible for quality assurance throughout program transition. The respondent must:

* Provide details regarding transitions they have conducted with other contractors and states.
* Share what is needed from IDOE and the previous vendor to be successful,
* Describe their ability to collaborate well with IDOE on transition initiatives.

**Section 4.0 Timeline for Project**

The respondent must submit a timeline of key deliverables based on the requirements stated in Section 2.0 and their proposed solution. The list should include tentative dates for anticipated start and anticipated completion based on a school year 2025-2026 start date. The respondent should use a table similar to the example below to submit these key deliverables.

|  |  |  |  |
| --- | --- | --- | --- |
| *Task* | *Deliverable* | *Anticipated Start* | *Anticipated Completion* |