

FLORIDA DEPARTMENT OF EDUCATION

BUREAU OF CONTRACTS, GRANTS AND PROCUREMENT
MANAGEMENT SERVICES
325 West Gaines Street
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Addendum #2

BID NO.: ITN 2011-19

DEVELOPMENT OF AN ENGLISH/LANGUAGE ARTS FORMATIVE ASSESSMENT SYSTEM

April 4, 2011

This addendum is being issued to provide the Answers to Questions submitted timely by vendors during the Question and Answers period and revise Critical Event Dates. The Reply Due Date is also being changed to **APRIL 25, 2011 BY 2:30 P.M. with Replies being opened on April 25, 2011 @ 2:45 p.m.** Evaluation meeting date is changed to May 5, 2011 beginning @ 9:00 a.m.

Please be advised all questions are keyed as submitted.

Measurement Incorporated

1. The K-3 Mathematics FAS includes pre- and post-tests. Will the English FAS include pre and post-tests?
Pre- and post-tests are not required but can be included in the Reply.
2. If the English FAS includes pre- and post-tests, is the intent that these will be delivered online?
If the Reply includes them, they must be accessible online. It is possible that not all content would be appropriate to be delivered online and would need to be printable.
3. If the pre- and post-tests are delivered online, can these be delivered through a vendor owned system or does the vendor have to develop a system that is owned by the DOE?
ITN page 6 - "All equipment, software and licenses (will be transferred at the end of the contract period), programming code and language, and content (both instructional and informative) that is developed as part of this project will be the property of the Department during and after the contract period."
4. Does the DOE have a preference regarding the type of teacher training/professional development for the EFAS: regional live workshops, train the trainers, webinars, etc.?

For a state the size of Florida the teacher professional development will need to be delivered in a combination of research-based methods. Requirements in the ITN, that include but are not limited to, teacher feedback system, system help tutorials, and professional development lesson study teacher toolkits.

5. Can the DOE indicate how many teachers will need to be trained in each district/school?
The Respondent should have familiarity with or will research the number of teachers in Florida who teach K-8 reading, English Language Arts and ESOL and will base the proposed services on this information.
6. Assuming there is a pilot study similar to that in the K-3 Mathematics FAS, how many schools and teachers does the DOE project to be participating in it?
This should be determined by the Respondent as part of the Reply.
7. Will the vendor be required to reimburse the schools and teachers participating in the pilot study?
This should be determined by the Respondent as part of the Reply.
8. Cover. Would it be acceptable to title our proposal "Development of an English Language Formative Assessment System" rather than "Development of a English Language Formative Assessment System?"
Title as been corrected; See above.
9. 3.1 (p. 6). There is reference to English language acquisition here and elsewhere in the ITN. However, very little detail is offered. Considering the new national content standards for English language learners aligned to the Common Core State Standards for English language arts are not yet developed, are the formative assessment tasks/items to be aligned to the content standards currently in use in Florida or those that will be forthcoming and aligned to the CCSS? CCSS If the latter, will the timeline for delivering ELL assessment tasks and items be adjusted to accommodate the development of the new national standards?
The development of ELP standards that shall align with CCSS, showing the progression of language acquisition to the CCSS, have not been completed yet and are expected to be completed through a federal application not yet released and granted to a consortium of states. The Respondent shall include full time staff English Language Acquisition experts to include support for ELLs with development of each formative assessment task.
10. 3.1 (p. 6). There is also reference to the development of classroom activities. Elsewhere in the ITN, there is reference to web searches and development of activities by Florida teachers. The iCPALMS website also refers to teacher-developed classroom activities being available on the site. Please clarify the contractor's role in the development of these activities, or the guidance to Florida teachers or others in the development of or search for aligned classroom activities for this project.
Throughout the ITN, "classroom activities" is used as part of the definition of formative assessment. "Formative assessment is described as a system where teachers ask students to perform tasks, explain their reasoning, and justify their arguments." The evidence collected in these formative assessment "activities" enables teachers to differentiate instruction based on students' cognitive strategies rather than on correct/incorrect answers." "A successful Reply shall plan for the development of "classroom activities", based on the grade-level appropriate English Language Arts CCSS that may be used during regular instructional that will allow K-8 teachers to observe students and learn about their existing, skills, knowledge, misconceptions, and reasoning."
11. 3.1 (p. 6). Please clarify the distinction between formative and interim assessments as they will be used in this project. What are the contractor's specific responsibilities with regard to the development of interim assessments, and what will be their format and content?
A formative assessment system is defined on pages 6 and 17 of the ITN. They are not interim assessments. The Reply shall show evidence of understanding of research-based formative assessment. This funding is not to be used to support interim assessments.

12. 5.2.1 (p. 11). The ITN specifies a version of Word but not of Adobe. Is there an Adobe version preference? If so, what is it?
Because Adobe Reader and Adobe Flash are free products, the Department has not established a standard. However, if either of the Adobe products is used in the Respondent's proposed solution, the system must clearly identify to the user the requirements with a link to download the products if the computer being used does not have the software needed by the application.
13. 7.1 (p. 19). Please clarify:
Beginning of Contract: A plan to sustain this product beyond the funding period. This plan must include:
- continued free access to Florida public school teachers, students, parents and teacher pre-service programs,
 - continued management of the product,
 - continued maintenance of the product, equipment, and software.
- What exactly is meant by "free?"
At no cost
Is the contractor to provide a service without charge indefinitely after the contract period or to develop (and charge the Department for) a mechanism for the Department to take over this role at the end of the contract period?
Those details should be part of the proposed sustainability plan.
Or is there to be some other arrangement, and if so, what will that be? Similarly, is the contractor expected to continue management of this product indefinitely without pay, or is there to be a turn-key process by which the Department or some other entity takes over the management? Or is there to be some other arrangement, and if so, what will that be? The same question applies to continued maintenance.
Those details should be part of the proposed sustainability plan.
14. 7.1 (p. 19). The Department expects to own all content and code at the end of the project. Would the Department consider responsive a bid that included use of existing items and software that would remain the property of the contractor?
The Department would prefer that ownership remain as previously stated in the ITN; however, the Department would be willing to consider alternative solutions.
Specifically, if the respondent offered an existing item bank with formative assessment tasks/items and an online delivery mechanism which it would continue to own but allow Florida and other consortium members to use on a per-student fee basis, would such an offer be considered responsive?
No
Would an offer that blended custom development of a product the Department would own with proprietary software and content the respondent would continue to own be considered responsive?
The Department would prefer that ownership remain as previously stated in the ITN; however, the Department would be willing to consider alternative solutions. The goal is that Florida would have ownership of all components of the product at the end of the contract period.
15. 7.1 (p. 19). Please elaborate on the role of the outside reviewers. Specifically, what authority will this body have with regard to final approval of products? If this body fails to respond in a timely manner, what effect, if any, will that have on the contractor's obligations with respect to scheduled delivery and liquidated damages?
The purposed of the expert outside reviewers is to verify items are correct, are formative in nature and are aligned to the specific standards written to assess.
It will be the Contractor's responsibility to keep up with timelines that include the outsider reviewers input. This is a requirement of the project.

16. 7.1 (p. 19). Please elaborate on the nature of teacher pre-service programs. Typically, pre-service programs are part of undergraduate teacher training within colleges and universities. How much content is expected, and how exactly is it to be used; i.e., within existing college-based teacher training programs or some other context?

The system built shall be accessible to pre-service programs with the expectations that these pre-service programs will utilize it through practicum and other appropriate education preservice experiences. The teacher lesson study toolkits shall be resources for pre-service programs.

17. 7.2.c (p. 23). Please clarify: For each calendar, contract, or fiscal year which corresponds to the period of the performance bond specified in ITN Section 6.14, the cumulative total of liquidated damages for which the contractor may be liable shall not exceed, annually, 25% of the total contract amount at the time of assessment of liquidated damages. For each year, the contractor will post a bond equal to 25% of the contract price for that year. Does the statement above limit liquidated damages within a given contract year to the amount of the bond (i.e., 25% of one year's contract price), to 25% of the contract price for all remaining years, or to 25% of the total (i.e., multi-year) contract price?

Section 7.2c identifies how the liquidated damages cap will be calculated.

18. 7.1 (p. 19). The Department expects to own all content and code at the end of the project. Would the Department accept a perpetual license to an existing item bank with permission to market this bank to other entities, while the contractor retained intellectual property rights?

The Department would prefer that ownership remain as previously stated in the ITN; however, the Department would be willing to consider alternative solutions. The goal is that Florida would have ownership of all components of the product at the end of the contract period.

19. Does the Department plan to sell, lease, or otherwise convey to other users the formative assessment item bank for money or other consideration?

No

Would a bid that permitted such action by the Department, while maintaining intellectual property rights (and rights to market the product) for the contractor be considered responsive?

This would be determined through negotiation.

20. It appears that iCPALMS is already developing a system to deliver all content. Precisely what software is the contractor for this project expected to develop, and how is it to interact with the iCPALMS software? Would the contractor for this project be expected to develop software that serves the same purpose as software currently being developed by iCPALMS?

CPALMS is built using ASP.NET programming language and uses a Microsoft SQL server for the database. Formative assessment activities are printable and available in word or pdf files. The Contractor shall develop the infrastructure that supports the deliverables and utilizes software agreed upon by FLDOE in negotiations.

21. If iCPALMS develops software to deliver formative assessment tasks/items, what software will the contractor for this project be expected develop?

CPALMS is built using ASP.NET programming language and uses a Microsoft SQL server for the database. Formative assessment activities are printable and available in word or pdf files. The Contractor shall develop the infrastructure that supports the deliverables and utilizes software agreed upon by FLDOE in negotiations.

22. Between the ITN and statements on the iCPALMS website, the respective roles of iCPALMS and the contractor for this project are not clear. Please clarify what iCPALMS will develop and what the contractor for this project will develop, where the development overlaps are, and how the contractor for this project will be kept informed as to the progress and rollout of iCPALMS products and services.

iCPALMS is not part of this project and will not be developing requirements of this project.

The Contractor for this project will be required to develop all deliverables listed in the ITN, Section 7.1 in addition to any deliverables negotiated and accepted by the Department.

Thinkgate

23. 7.1 (p. 19). The Department requires "a plan to sustain this product beyond the funding period." Does a perpetual use license for preexisting (commercial product) content and code, including a source code license, for use in Florida public schools only, with the Respondent retaining intellectual property rights and the rights to sell the solution to all markets other than Florida public schools, meet the requirements?

The Department would prefer that ownership remain as previously stated in the ITN; however, the Department would be willing to consider alternative solutions. The goal is that Florida would have ownership of all components of the product at the end of the contract period.

24. 7.1 (p. 19). The Department requires "a plan to sustain this product beyond the funding period." Does this imply that free maintenance services from the Respondent are required after the funding period, or does turnover of maintenance activities to the Department after the funding period meet the requirement?

A plan to sustain this product beyond the funding period. This plan must include:

- continued free access to Florida public school teachers, students, parents and teacher pre-service programs,
- continued management of the product,
- continued maintenance of the product, equipment, and software.

25. 7.1 (p. 19). The Department requires "a plan to sustain this product beyond the funding period." If the content and code are custom built for this project, are the requirements met if the Respondent assumes intellectual property rights for the content and code, with the Department retaining a perpetual license for use, and the Respondent uses proceeds from vendor sales of the solution to other states to pay for maintenance activities for the Department's solution after the funding period?

The Department would prefer that ownership remain as previously stated in the ITN; however, the Department would be willing to consider alternative solutions. The goal is that Florida would have ownership of all components of the product at the end of the contract period.

McCann Associates

26. How many grade levels are required to go through these activities?

Grades K-8, nine grade levels

27. Is there a requirement for activities to be computer based, or rather solely paper and pencil based?

The system could include a blend of activities but all activities in the system must be accessible online for teacher use.

28. Would it be possible to share the Math product already developed to allow us to gain knowledge on expected needs?

The formative assessment tasks are accessible on CPALMS and can be viewed at the individual benchmark pages. Here is an example benchmark page with several tasks:

<http://www.floridastandards.org/Standards/PublicPreviewBenchmark533.aspx>

All the formative assessment tasks are listed within the "Related Resources" Under related resources and marked as "Formative Assessments".

29. What is a system marketing awareness plan?

A plan that communicates to users that the system is available, new components of the system, how to use the system, etc.

30. Are we providing classroom activities that are content based? Or providing infrastructure to support the classroom activities?

The Contractor shall provide both classroom activities “formative assessment tasks” that are content based as well as the infrastructure to support these activities.

Thinkgate

31. Beginning on page 19 (7.1 Deliverables), please describe the in-house support team for the Department surrounding the support for the technical solution. If this group is to be different as the project progresses through implementation, please describe the proposed progression.

The ITN does not specify an “in-house support team” surrounding the support for the technical solution.” It does specify negotiated and agreed upon hardware and operating systems that are consistent with the Department’s system and that the Department must approve the committee of experts who review the work of the project. The Contractor must go through a transition process during the last 90 days of the final implementation phase so the Department’s staff will be prepared to fully support the solution.

32. Beginning on page 19 (7.1 Deliverables), please clarify the expectation of the Department concerning the delivery method for training on the technical solution. In addition to the System Help Tutorials, is the expectation that the Department would use a Train- the-Trainer model for the end user (classroom teacher)? If so, will this be deployed by the Department or would the selected Respondent be responsible?

For a state the size of Florida the teacher professional development will need to be delivered in a combination of research-based methods. Requirements in the ITN include teacher feedback system, system help tutorials, and professional development lesson study teacher toolkits. The Contractor will be required to develop and implement the requirements of the deliverables. System Help Tutorials shall be available online for the user to access for assistance when utilizing the system.

33. Beginning on page 19 (7.1 Deliverables), please describe the scope of the term “Pilot” as it is used in reference to Years 1-3. Will this be a selected number of schools or districts? If so, what is this projected number for each phase?

This should be proposed by the Respondent as part of the Reply.

34. On page 18 (Extremely Critical Work Task #5), there is a requirement for “At user request, up-to-date electronic records of state, district, school, classroom and student usage”. Is there a requirement for student access to the system? If so, what is the data and/or features that students would access online?

It is assumed that some formative assessment activities might be appropriately done digitally by students. This should be determined by the Respondent as part of the Reply.

35. On page 18 (Extremely Critical Work Task #6), there is a requirement for “System help tutorials for new users: students, teachers, administrators and parents”, and on page 18 (Critical Work Task #12), there is a requirement for “Parent resources including but not limited to the standards with example activities and sample student work provided in Florida’s top three student home languages: English, Spanish, and Haitian-Creole.” Is there a requirement for parents to identify themselves with a userid/password, or is all parent accessible information publicly accessible?

There is no requirement for parents to identify themselves with a userid/password.

36. Is there a requirement that student records are pre-built in the system to be used by the teachers, or do teachers add the student records themselves? If these records must be pre-built, what is the source for the data?

The Department does not necessarily expect student records to be pre-built in the system. However, the Respondents are encouraged to provide a solution that represents the best value to the State. During the planning and design phase of the solution, the selected Respondent would be encouraged to determine whether or not the Department's student database could be used to pre-populate the Respondent's database with some information from the student database.

37. What is the source for the user records (teachers, administrators)?

The Department currently has a staff database. During the planning and design phase of the solution, the Contractor shall determine whether or not the Department's staff database could be used to pre-populate the Contractor's database with some information from the staff database.

38. In Attachment "1", Respondent's Price Reply, there is a section for "Base Contract", and a section for "Renewal". What is the intended use for the "Renewal" section?

The contract is required by law to identify the renewal price. See, Section 287.057(13), F.S.

Wireless Generation

39. Would the Department consider a vendor's existing technology platform if the licensing terms could be negotiated to suit the Department's plans for implementation and sustainability?

The Department would prefer that ownership remain as previously stated in the ITN; however, the Department would be willing to consider alternative solutions. The goal is that Florida would have ownership of all components of the product at the end of the contract period.

40. Would the Department consider a vendor-hosted solution as long as interoperability is established?

ITN page 6, No, "The equipment to host this system is required to be housed in Tallahassee at the NWRDC. The State of Florida has three primary data centers. The Legislature and the State's Agency for Enterprise Information Technology have taken the position that all State owned systems be hosted in one of the three primary data centers.

41. Could you please elaborate on what it means to maintain "parallel structure" with the K-3 formative mathematics assessments system?

K-3 teachers will be utilizing both programs, the two programs should be structured similarly and utilize like tools and processes.

42. Can you please provide information on what the state's budgetary contribution to the sustainability to the system will be?

This should be determined by the Respondent as part of the Reply. The goal is that the Florida will continue to have access to the system at no cost.

43. What license terms will the Department offer to vendor if the sustainability plan depends on revenue from sales of the system outside the state of Florida?

This can be determined in negotiations.

Computerized Assessments & Learning

44. Can you please give more information regarding the hosting environment within the Department's system?
Most of the Department's existing systems will be housed at the Northwest Regional Data Center (NWRDC) by June 30, 2011. The NWRDC is a non-certified Tier 2+ data center. A second external power feed is the only thing keeping it from meeting the standards for a Tier 3 data center.
45. What are the primary hardware and operation systems currently in use by the Department?
Although the Department is currently in the process of defining a set of technology standards, most of the servers are Dell. Database management systems include DB2, UDB, Oracle and SQL Server. The Department's current preference for new systems is SQL Server.
46. In place of the development of a Department-owned system, would the Department consider a proprietary formative system that has already been developed that can be customized to meet the requirements of the ITN?
The Department would prefer that ownership remain as previously stated in the ITN; however, the Department would be willing to consider alternative solutions. The goals include the development of a new formative assessment system for Florida and that Florida would have ownership of all components of the product at the end of the contract period.
47. Please provide more clarification on the licensing model suggested by this RFP.
This is an ITN.
- a. What is the expectation of the Department of the vendor role in the implementation and sustainability plan?
The Contractor will be responsible for implementation and management during the funded period. Expectations during the sustainability period are dependent upon the Respondent's submitted and agreed upon plan.
 - b. Can the vendor expect to be contracted to provide support and maintenance for the applications developed in response to this ITN?
The Contractor is responsible for the support and maintenance of the applications developed during the funded period and sustainability period.
48. Is it the expectation of the Department to have pre-built formative, interim, or benchmark assessments included as part of the system?
This ITN is only specific to Formative assessment.
49. Will all formative assessment tasks be delivered electronically or will there be a need for integration of traditional paper and pencil assessment tasks?
There is no requirements that all be delivered electronically but all information and materials should be accessible electronically.

Data Recognition Corporation

RFP Page #	RFP Text in Reference	Question(s)
n/a	n/a	<p>50. What is the Department's budget by year for this contract?</p> <p>The annual budget will be based on the awarded Contractor's Best and Final Offer (BAFO) pricing.</p>
6	<p>Florida has a current system in place for K-3 formative mathematics assessments with teacher tools. The Contractor will be required to work with the developers of this system to ensure parallel structure and common teacher tool access.</p>	<p>51. Is the MFAS part of CPALMS? Will the ELA Formative Assessment System be integrated under CPALMS?</p> <p>Yes and Yes</p>
6	<p>The equipment to host this system is required to be housed in Tallahassee, Florida at the Northwest Regional Data Center (NWRDC). The contract shall not include the cost of housing the equipment at NWRDC. The contract shall include the purchase and maintenance (maintenance will be during the fourth year and as part of the sustainability plan) of equipment and all software licenses needed to develop and maintain the solution. Additionally, the contract shall include any applicable software maintenance costs during the term of the contract (these shall also be included in the sustainability plan.)</p>	<p>52. Will vendor personnel have physical and/or remote access to the NWRDC for installation and support of the system?</p> <p>Contractor personnel can work with the NWRDC to gain access, if necessary, for initial installation and setup of the system.</p> <p>If there is a need to physically interact with the hardware at the NWRDC, will the vendor be required to do that or will NWRDC personnel be responsible?</p> <p>The Contractor is encouraged to let the NWRDC personnel do as much work as possible because they will ultimately be required to perform all support functions except for the application itself. Prior to implementation, the Contractor shall discuss with NWRDC personnel any access the needed by the Contractor.</p>

RFP Page #	RFP Text in Reference	Question(s)
6	<p>By the 2013-2014 school year, interim and formative assessment resources will be available in all Florida schools to support instruction of, and measure student progress in mastering the K-8 English Language Arts Common Core State Standards (CCSS) that include Reading Foundational Skills; Reading Standards for Literature; Reading Standards for Informational Text; Writing Standards; Speaking and Listening Standards; Language Standards; and related English language acquisition skills. This new technology-based system will be designed using the model of Florida's K-3 Mathematics Formative Assessment System, currently under development, which includes extensive support for embedded professional development through lesson study toolkits.</p> <p>Florida has a current system in place for K-3 formative mathematics assessments with teacher tools. The Contractor will be required to work with the developers of this system to ensure parallel structure and common teacher tool access.</p>	<p>53. Are the specifications and a description of the system currently under development available for review prior to proposal submittal?</p> <p>System can be viewed at: http://www.floridastandards.org/Standards/PublicPreviewBenchmark533.aspx</p> <p>Are the specifications and a description of the mathematics teacher tools and lesson study toolkits currently under development available for review prior to proposal submittal?</p> <p>The formative assessment tasks are accessible on CPALMS and can be viewed at the individual benchmark pages. Here is an example benchmark page with several tasks: http://www.floridastandards.org/Standards/PublicPreviewBenchmark533.aspx</p> <p>All the formative assessment tasks are listed within the "Related Resources" Under related resources and marked as "Formative Assessments".</p>
12	<p>The technical plan must include the process for developing the web-based program, implementing the web-based program, managing the program, providing technical support for users, and identifying a plan for sustainability of the program beyond the funding period.</p>	<p>54. Does web-based mean browser-based? Can the software run outside of a web browser?</p> <p>Yes, No.</p> <p>Does the system need to support devices other than PCs/Macs? (e.g., tablets, mobile phones, iPods, Netbooks, etc.)</p> <p>This would be ideal, multiple platforms are preferred</p>

RFP Page #	RFP Text in Reference	Question(s)
17	<p>A successful Reply shall plan for the development of classroom activities, based on the grade-level appropriate CCSS for English language arts, that may be used during regular instruction that will allow K–8 teachers to observe students and learn about their existing skills, knowledge, misconceptions, and reasoning.</p>	<p>55. Would classroom activities be considered by the Department to be equivalent to lesson plans and what degree of scripting does the Department foresee in the presentation of the classroom activities?</p> <p>Formative classroom activities include a lesson that would require a script.</p> <p>What is the relationship between the classroom activities and the formative assessment tasks?</p> <p>Formative assessment tasks are classroom activities</p> <p>Does the scope of work include both the development of the classroom activities and the formative assessment tasks and related resources (e.g., rubrics, sample student work)?</p> <p>Yes</p>
18	<p>For each of the grade K-8 English Language Arts CCSS and related English language acquisition skill(s), no less than four formative assessment tasks including: specifications for building the tasks, rubrics for evaluating student learning and teacher instruction, associated student misconceptions, and sample student work. The specific English language arts areas that formative assessments must be built for include:</p> <ul style="list-style-type: none"> • Reading Standards: Foundational Skills; • Reading Standards for Literature; • Reading Standards for Informational Text; • Writing Standards; • Speaking and Listening Standards; and • Language Standards. 	<p>56. Are formative assessments tasks for the CCSS reading and writing standards in history/social studies and science included in the requirements stated above?</p> <p>No, although content for activities could very appropriately include CCSS recommended history/social studies and science content.</p>

RFP Page #	RFP Text in Reference	Question(s)
18	<p>For each of the grade K-8 English Language Arts CCSS and related English language acquisition skill(s), no less than four formative assessment tasks including: specifications for building the tasks, rubrics for evaluating student learning and teacher instruction, associated student misconceptions, and sample student work. The specific English language arts areas that formative assessments must be built for include:</p> <ul style="list-style-type: none"> • Reading Standards: Foundational Skills; • Reading Standards for Literature; • Reading Standards for Informational Text; • Writing Standards; • Speaking and Listening Standards; and • Language Standards. 	<p>57. There are 389 373 K-8 ELA CCSS standards across the 6 strands of</p> <ul style="list-style-type: none"> • Reading Standards for Literature 81 • Reading Standards for Informational Text 90 • Reading Standards: Foundational Skills 16 • Writing Standards 80 • Speaking and Listening Standards 54 • Language Standards 52 <p>Not including the standards for:</p> <ul style="list-style-type: none"> • Reading Standards for History/Social Studies • Writing Standards for History/Social Studies and Science <p>Are these the skills referenced in item 2, page 18, meaning that a minimum of 1556 formative assessment task and related resources are required?</p> <p>There are 373 standards, therefore a minimum of 1492, many of these are progressions for example Language standard 6 for grade 6,7,8 are identical therefore similar formats with greater text complexity, range and quality expected of students in the task would be required.</p>

RFP Page #	RFP Text in Reference	Question(s)
18	<p>For each of the grade K-8 English Language Arts CCSS and related English language acquisition skill(s), no less than four formative assessment tasks including: specifications for building the tasks, rubrics for evaluating student learning and teacher instruction, associated student misconceptions, and sample student work. The specific English language arts areas that formative assessments must be built for include:</p> <ul style="list-style-type: none"> • Reading Standards: Foundational Skills; • Reading Standards for Literature; • Reading Standards for Informational Text; • Writing Standards; • Speaking and Listening Standards; and • Language Standards. 	<p>58. Is the source of the samples of student work the field tests and piloting of the formative assessment tasks? That would be a great source.</p>
18	<p>At user request, up-to-date electronic records of state, district, school, classroom and student usage; available in a downloadable electronic format for user reporting and student progress monitoring</p>	<p>59. Is item 5 referring to the usage of the formative assessment tasks described in item 2 on page 18? Yes</p>
18	<p>Upon use, immediate teacher feedback system to review, modify and improve instruction that is also available and easily accessible for future planning.</p>	<p>60. Please provide more detail on the intended role/use of the teacher feedback system. To make improvements to instruction. A tool where teachers and/or observers can record successes and concerns while implementing a formative assessment activity for use during lesson study to improve and differentiate instruction.</p>
18	<p>7. Formative assessment tasks and professional development toolkits include a user feedback system for users to rate the value of each task and tool by the user, this rating is kept live and up-to-date and viewable to other users, and this feedback is utilized to make continuous improvements to the system and the content. Poorly rated content is removed from user access for improvement or deletion in a timely manner.</p>	<p>61. Is the user feedback system for the toolkits in addition to the feedback system described in item 4 on page 18? Yes</p> <p>Will the vendor be responsible for <u>improving</u> poorly rated content identified by the user feedback system, or just removing it?</p> <p>Both are options but removed items must be replaced by acceptable items if requirements of the contract are not met without them.</p>

RFP Page #	RFP Text in Reference	Question(s)
18	10. System pre-formatted standards-based lesson bank submitted by teachers for each standard based on use of formative assessment tasks that include user ratings and feedback.	<p>62. By system pre-formatted, does the Department envision the inclusion of a lesson authoring system by which teachers can upload lessons to the system that are automatically linked to the CCSS standards, formative assessment tasks, and user rating and feedback?</p> <p>Yes</p>
18	12. Parent resources including but not limited to the standards with example activities and sample student work provided in Florida's top three student home languages: English, Spanish, and Haitian-Creole.	<p>63. Are the example activities and sample student work for the parent resources in addition to the activities and sample student work referenced in item 2, page 18?</p> <p>Same can be used for both</p> <p>How many example activities are necessary and are they required for each CCSS standard?</p> <p>For parent resources at least one per strand and grade level.</p> <p>What type of resources, in addition to activities aligned to the standards, are required?</p> <p>The standards, example activities and sample student work.</p>
19	End of Year 1: Design, timeline and implementation plan for field testing and piloting tasks developed during year 1 and tested in year 2.	<p>64. What is the Department's definition of field-testing verses piloting?</p> <p>Piloting would include giving the tasks a "real-world" test and collecting data on the success of implementation for the purpose of making necessary improvements to the tasks and teacher information.</p> <p>Field-testing would be giving the entire system of implementation a "real-world" test at a scale smaller than statewide implementation for the purpose of making improvements to the system.</p> <p>What are the Department's sample size expectations for piloting and field testing assessment tasks?</p> <p>This should be determined by the Respondent as part of the Reply.</p> <p>Will piloting and field testing for schools/teachers be voluntary?</p> <p>Yes</p>

RFP Page #	RFP Text in Reference	Question(s)
19	<p>End of Year 1: Specifications for building no less than four formative assessment tasks per standard, rubrics for evaluating student learning and teacher instruction, and associated student misconceptions for the following English Language Arts CCSS and related English language acquisition skills:</p> <ul style="list-style-type: none"> • Reading Standards: Foundational Skills (K-5) 	<p>65. There are 11 16 Reading Standards: Foundational Skills for grades K–3 and none 6 specifically delineated in CCSS for grades 4 and 5. Given this, a minimum of 44 64 assessment tasks and related resources shall be developed and ready for review, field testing, and piloting by the end of Year 1. Is this correct?</p> <p>There are 16 standards in this area for a total of 64</p>
20	<p>End of Year 2: Specifications for building no less than four formative assessment tasks, rubrics for evaluating student learning and teacher instruction, associated student misconceptions, and sample student work for the following English Language Arts CCSS and related English language acquisition skills:</p> <ul style="list-style-type: none"> • Reading Standards for Literature: grades K-5 • Reading Standards for Informational Text: grades K-5 • Writing Standards: grades K-5 • Speaking and Listening Standards: grades K-5 • Language Standards: grades K-5 	<p>66. There are 252 234 grade K–5 standards for the strands listed above for which a minimum of 1,008 936 assessment tasks and related resources are indicated for development and review by the end of year 2. Is this correct?</p> <ul style="list-style-type: none"> • Reading Standards for Literature: grades K-5 - 54 • Reading Standards for Informational Text: grades K-5 - 60 • Writing Standards: grades K-5 - 50 • Speaking and Listening Standards: grades K-5 - 36 • Language Standards: grades K-5 - 34 <p>There are 234 standards in these areas for a total of 936</p>
21	<p>End of Year 3: Specifications for building no less than four formative assessment tasks per standard, rubrics for evaluating student learning and teacher instruction, associated student misconceptions, and sample student work for the following English Language Arts CCSS and related English language acquisition skills:</p> <ul style="list-style-type: none"> • Reading Standards for Literature: grades 6-8 • Reading Standards for Informational Text: grades 6-8 • Writing Standards: grades 6-8 • Speaking and Listening Standards: grades 6-8 • Language Standards: grades 6-8 	<p>67. There are 126 grade 6–8 standards for the strands listed above for which a minimum of 504 assessment tasks and related resources are indicated for development and review by the end of year 3. Is this correct?</p> <p>There are 123 standards in these areas for a total of 492</p>

ITN pg.	ITN Section	Text in question	Question
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CTB/McGraw Hill

12	3.a	Provision of business requirements for access through single sign-on.	68. Please clarify the technical aspects of the single sign-on system, such as interface and standards. The Department is currently in the process of defining the interface and standards of its single sign-on system.
12	3.a	Recommendations and requirements for system hosting.	69. Does the FLDOE prefer to host the system, or receive hosting services from vendor? The State of Florida has three primary data centers. Legislative staff and the State's Agency for Enterprise Information Technology have taken the position that all State owned systems be hosted in one of the three primary data centers.
18	7.0.5	At user request, electronic records...	70. Is the system expected to provide only downloadable data, or also specific reports? Both
6	3.1	CCSS standards and "related English language acquisition skills"	71. Does FL have a specific framework of language acquisition skills in mind? The Common Core State Standards The development of ELP standards that shall align with CCSS, showing the progression of language acquisition to the CCSS, have not been completed yet and are expected to be completed through a federal application not yet released and granted to a consortium of states. The Respondent shall include full time staff English Language Acquisition experts to include support for ELLs with development of each formative assessment task.
6	3.1	K-3 formative mathematics assessments with teacher tools	72. Are these assessments available for vendors to see? The formative assessment tasks are accessible on CPALMS and can be viewed at the individual benchmark pages. Here is an example benchmark page with several tasks: http://www.floridastandards.org/Standards/PublicPreviewBenchmark533.aspx All the formative assessment tasks are listed within the "Related Resources" Under related resources and marked as "Formative Assessments".
18	7.0.2	Specific ELA areas for classroom activities (formative assessments)	73. Please confirm that Formative Assessment Tasks are to be created for each standard within the 6 stated ELA areas. Yes, confirmed

General	General	General	74. Would the State provide samples of the intended Formative Assessment Tasks? It would be expected that the vendor provide samples in addition to those found on the CPLAMS site
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Pearson

75. Citation(s): Page 5, Section 3.0; and Page 18, Section 7.1

Paragraph 3.0 indicates that the contract term will commence upon execution, and will be effective for 48 months thereafter. Paragraph 7.1 indicates: "Year is August to July (Attachment 1)." Neither of these contract terms will correlate with the State's fiscal year.

The contract will be for the state's fiscal years (July – June).

- a. Should Respondents structure the Price Reply to correspond with the State's fiscal year?
Yes
- b. If so, is it accurate to assume that the Year 1 Contract Price will include scope from the date of execution through June 30, 2012 and Year 2 Contract Price includes July 1, 2012 to June 30, 2013?
This will be dependent upon final contract dates, this may be the case if a contract is not finalized prior to June 30, 2011.

76. Citation: Page 6, Section 3.1

The ITN states that Florida has a current system in place for K-3 formative mathematics assessments with teacher tools. The Contractor will be required to work with the developers of this system to ensure parallel structure and common teacher tool access.

- a. Please define for all bidders the current structure and tools of the K-3 formative math assessments.
CPALMS is built using ASP.NET programming language and uses a Microsoft SQL server for the database. Formative assessment activities are printable and available in word or pdf files.

The formative assessment tasks are accessible on CPALMS and can be viewed at the individual benchmark pages. Here is an example benchmark page with several tasks:

<http://www.floridastandards.org/Standards/PublicPreviewBenchmark533.aspx>

All the formative assessment tasks are listed within the "Related Resources" Under related resources and marked as "Formative Assessments".

- b. Can you provide a URL that leads to this system? If not, can you provide documentation on this system?
<http://www.floridastandards.org/Standards/PublicPreviewBenchmark533.aspx>

- c. Please confirm who the developers of the current system are.
Florida's Center for Research in Science, Technology, and Mathematics (FCR-STEM) at Florida State University

77. Citation: Page 6, Section 3.1

The ITN states that the contract shall include the purchase and maintenance (maintenance will be during the fourth year and as part of the sustainability plan) of equipment and all software licenses needed to develop and maintain the solution. This is in reference to the NWRDC.

- a. Please define what assumptions all bidders can make about the NWRDC facilities. (for example, do leases, rent, or utilities need to be included?) Are all bidders to assume that the Formative Assessment System proposed must be hosted on hardware purchased exclusively for this effort?

Respondents shall include in their pricing the purchase costs of all hardware, licenses and maintenance during the term of the contract. The costs for the facilities at NWRDC are not the responsibility of the Contractor. Anticipated costs for equipment refresh, licenses and maintenance contracts for hardware and software are to be provided so the Department can use them in determining the cost to sustain the application after the term of the contract.

78. **Citation:** Page 6, Section 3.1

The ITN indicates that the all software, licenses, programming code and language that is developed as part of this project will be the property of the Department during and after the contract period. Contractors responding to this solution may utilize pre-existing software and code that may require modification to meet the specifications of the ITN. Does the Department acknowledge that rights in any proprietary software or code previously developed by the contractor, as well as all derivative works created during the term of the agreement, shall belong to the contractor, and contractor shall provide a license to the Department for use of such software or code?

The Department would prefer that ownership remain as previously stated in the ITN; however, the Department would be willing to consider alternative solutions. The goals include the development of a new formative assessment system for Florida and that Florida would have ownership of all components of the product at the end of the contract period so continued use of the product could be managed by Florida.

79. **Citation:** Page 17, Section 7.0

Does the Department expect that evidence collected from these activities will enable teachers not only to “differentiate instruction based on students’ cognitive strategies,” as is requested, but also on students’ language learning needs and/or strategies for the English Language Learner subgroup in the population?

Yes

80. **Citation:** Page 17, Section 7.0

Would the Department be receptive to some activities that take place over multiple days in a classroom? Or taken home for independent work that is brought back to the teacher? For example, we could have tasks that last for days for a research standard, or we could have pseudo research in a single classroom period.

A large part of formative assessment is teacher observation, therefore yes to multiple days, no to student work at home.

81. **Citation:** Page 17, Section 7.0

Is the expectation that some activities could occur in a computer-based setting, whereas others would not?

Yes

82. **Citation:** Page 18, Section 7.0, Bullet 2

Will two rubrics be required for each activity/task: one for evaluating student responses and one for evaluating teacher instruction?

The teacher feedback system for instructional improvement is to record observations during implementation of a formative assessment system; may be in the form of a rubric but not necessarily. Student formative activities/tasks are required to be paired with a rubric.

83. **Citation:** Page 18, Section 7.0, Bullet 2

How does the Department want specifications organized: by grade, by grade band, or by standard?

Grade, strand and standard

84. **Citation:** Page 18, Section 7.0, Bullet 2

Does the Department have a preference for number of rubric points?

No

85. **Citation:** Page 18, Section 7.0, Bullet 2
How many student exemplars per score point does the Department require?
Minimum one
86. **Citation:** Page 18, Section 7.0, Bullet 2
Please define “related English language acquisition skills.”
Language ability required for academic achievement. Language acquisition is a source of natural communication. The emphasis is on the text of communication and not on form. Language learning is not communicated, it is the result of direct instruction in the rules of language.
87. **Citation** Page 18, Section 7.0, Bullet 2
Does “related English language acquisition skills” refer specifically and only to the language learning needs of the English Language Learner subpopulation?
Yes
88. **Citation:** Page 18, Section 7.0, Bullet 2
Is there a separate, existing set of standards that define “related English language acquisition skills” that vendors are to use?
No, the development of ELP standards that shall align with CCSS, showing the progression of language acquisition to the CCSS, have not been completed yet and are expected to be completed through a federal application not yet released and granted to a consortium of states. It is expected that the applicant include in full time staff English Language Acquisition experts to include support for ELLs with development of each formative assessment task.
89. **Citation:** Page 18, Section 7.0, Bullet 2
Does the Department envision the creation of a new set of English language proficiency (ELP) standards that align to CCSS as necessary to address this requirement?
No, the development of ELP standards that shall align with CCSS, showing the progression of language acquisition to the CCSS, have not been completed yet and are expected to be completed through a federal application not yet released and granted to a consortium of states. It is expected that the applicant include in full time staff English Language Acquisition experts to include support for ELLs with development of each formative assessment task.
90. **Citation:** Page 18, Section 7.0, Bullet 2
Will specifications books be public-facing documents or solely for development use?
Development use
91. **Citation:** Page 18, Section 7.0, Bullet 2
Which elements of tasks, rubrics, exemplars, misconceptions, and scoring guides must be formatted for print distribution in addition to being housed on the platform?
Tasks shall be formatted for print if student is not to complete them digitally
92. **Citation:** Page 18, Section 7.0, Bullet 2
May some of the formative tasks be associated with more than one standard? For instance, commonality between writing and language standards could result in a task that would assess objectives within both standards.
Yes, as long as the appropriate text complexity, density, and quality is utilized.
93. **Citation:** Page 18, Section 7.0, Bullet 3
Are the professional development toolkits intended to be standard-specific?
Yes, but they do not have to include use of every standard, there should be examples of tasks used as part of the toolkit

94. **Citation:** Page 18, Section 7.0, Bullet 3
Are the professional development toolkits intended to focus on how to use formative assessments effectively within a given grade range?
Yes
95. **Citation:** Page 18, Section 7.0, Bullet 4
Please clarify the specific goals and outputs of the immediate teacher feedback requirement. Is the feedback provided by the teacher to the system? Or is it provided by the system to the teacher?
From the system to the teacher to make improvements to instruction. A tool where teachers and/or observers can record successes and concerns while implementing a formative assessment activity for use during lesson study to improve and differentiate instruction.
96. **Citation:** Page 18, Section 7.0, Bullet 4
Does "teacher feedback" require a rubric for the teacher to evaluate their own instruction based on student response? Does "teacher feedback" involve automated scoring of a student response? Or some combination of the above types?
The teacher feedback system for instructional improvement is to record observations during implementation of a formative assessment system may be in the form of a rubric but not necessarily. A system where the teacher or other teachers who are observing to provide feedback, could be a combination of both teacher, other teacher, and automated depending on the task and if the task is electronic or the feedback tool is electronic.
97. **Citation:** Page 18, Section 7.0, Bullet 4
May vendors assume that teachers will assign performance scores/evaluations of student performance on the tasks/activities?
Yes
98. **Citation:** Page 18, Section 7.0, Bullet 5
Please define what is meant by "student progress monitoring"? Is this strictly usage-based (for example, has the student attempted a given task/activity)? Or is student progress intended to encompass student performance based on a defined rubric on each task?
Student progress monitoring is monitoring student progress based on student performance. The tool for this shall be the rubric used for the task.
99. **Citation:** Page 18, Section 7.0, Bullet 5
Is the system required to accept and store teacher-assigned scores for individual students?
Yes
100. **Citation:** Page 18, Section 7.0, Bullet 5
If individual student scores are tracked, is the system required to produce aggregate reports of student performance at the class, school, district, and state level? Is the system required to produce trending reports over time at these aggregate levels?
Yes
101. **Citation:** Page 18, Section 7.0, Bullet 5
Is the system required to store teacher and student roster information (such as identify the students in each particular class by teacher, school, and district)? If so, will the State provide teacher and student roster information to the system or will system be required to load this information individually from each district?
Rostering shall be available to the teacher (User). The teacher shall have access through the single sign-on.
102. **Citation:** Page 18, Section 7.0, Bullet 5

May vendors assume that the Department will provide a comprehensive roster of authorized users (educators, students, parents) who will be allowed to create accounts and have access to the task/activities?

Yes, through single sign-on for teachers only

103. **Citation:** Page18, Section 7.0, Bullet 7

The user feedback system is used to make continuous improvements to the system and the content. Can you please define what constitutes an "improvement"? What is the vendor's specific responsibility for making "improvements"?

Any poorly rated tasks or toolkit support materials are either deleted from the system and replaced or improved. Improved would mean that changes are made to the materials until ratings are positive.

104. **Citation:** Page18, Section 7.0, Bullet 7

If poorly rated content is removed from user access, what is the Department's expectation for how the decision will be made whether to revise or delete the content?

That is up to the Contractor but if required material is deleted it must be replaced with other material.

105. **Citation:** Page18, Section 7.0, Bullet 7

If poorly rated content is removed from user access, is the vendor responsible for modifying or replacing the content?

Yes

106. **Citation:** Page18, Section 7.0, Bullet 10

Is the lesson bank referenced here a separate deliverable from the minimum four tasks/activities for each standard?

Yes

107. **Citation:** Page18, Section 7.0, Bullet 10

Please clarify the definition of "system pre-formatted."

A format used for lessons submitted for teachers to support consistency in expectations and submissions.

108. **Citation:** Page18, Section 7.0, Bullet 11

Please clarify the difference between professional development "toolkits" (which are for teachers) and professional development "modules" (which are for administrators and educator preparation programs).

Lessons study toolkits are to be utilized during teachers planning to guide decision regarding improving instructional after observing a formative assessment task being implemented.

Modules are informative and include what formative assessment tasks are, their purpose, what they look like, what should be done with the results of student performance the teacher observations, how to use lesson study tool kits, etc.

109. **Citation:** Page18, Section 7.0, Bullet 12

Will the parent resources need to be printed/published documents or web-based postings only?

There is no requirement that parent resources are printable or publishable although it could be an option provided by the respondent.

110. **Citation:** Page 18, Section 7.0, Bullet 13

The ITN states that there should be "System update email messages available for users."

a. Please define for all bidders whether an assumption can be made that all districts and schools will have a systems administrator to control/monitor access?

No

b. Is it the Department's intent that the full educator and student database be imported into the system each year?

Importing any data from the Department's student and staff databases will be discussed with Department personnel during the planning and design phase of the project.

- c. Alternatively, may bidders assume that all system users will access the system independently and be vetted against Department-provided rosters of potential authorized users?

Yes, potential authorized users will be teachers that log on utilizing the teacher single sign-on

111. **Citation:** Page 19, Section 7.1 Year 1

The ITN states that the plan must include continued free access to Florida public schools, teachers, students, parents, and teacher service programs. Does the sustainability of the product beyond the first year funding period allow for previously agreed upon maintenance and support fees in years two and beyond?

Years two through four of the budget of the Respondent shall include maintenance and support costs.

112. **Citation:** Page 19, Section 7.1 Year 1

What are the expected quantitative and/or qualitative outputs from field testing tasks/activities?

Quantitative – including but not limited to number of teachers, grade levels, classrooms, student participants and formative assessment tasks field tested and number of students per assessment test – “the load of the field test” – within a time bound period

Qualitative – including but not limited to feedback from users regarding usability, ease of access, time required for delivery, use for lesson study, etc

113. **Citation:** Page 19, Section 7.1 Year 1

Is statistical analysis of student performance a requirement of this ITN?

No

114. **Citation:** Page 19, Section 7.1 Year 1

Is statistical analysis of teacher performance a requirement of this ITN?

No

115. **Citation:** Page 19, Section 7.1 Year 1

Please clarify the difference between “field testing” and “piloting.”

Piloting would include giving the tasks a “real-world” test and collecting data on the success of implementation for the purpose of making necessary improvements.

Field-testing would be giving the entire system of implementation a “real-world” test at a scale smaller than statewide implementation for the purpose of making improvements to the system.

116. **Citation:** Page 19, Section 7.1 Year 1

For piloting, does the Department have specific expectations or requirements for number of schools, students, districts to be involved? Are student interviews required?

This should be determined by the Respondent as part of the Reply. Student interviews are required if they are a requirement of the task.

117. **Citation:** Page 19, Section 7.1 Year 1

For field testing, does the Department have specific expectations or requirements for number of schools, students, districts to be involved? Are student interviews required?

This should be determined by the Respondent as part of the Reply. Student interviews are required if they are a requirement of the task.

118. **Citation:** Page 19, Section 7.1 Year 1

The list of required deliverables at end of year 1 does not include sample student work. The required deliverables at end of years 2 and 3 do include sample student work. Is this intentional? Or, is the vendor required to deliver sample student work at the end of year 1?

The expectation is the sample student work for tasks developed in year 1 will be added to the system in year 2.

119. **Citation:** Page 20, Section 7.1 Year 2

The ITN states that design, timeline, and implementation plan for field testing and piloting tasks developed during Years 1 and 2 in Year 3. Is the vendor required to develop tasks during Year 1 that will not be piloted and field tested until Year 3? Or can the vendor plan to complete all piloting and field testing of tasks developed in Year 1 within the following Year 2?

All can be completed in year 2, in the event some still need testing these can be completed in year 3.

120. **Citation:** Attachment 1, Respondent's Price Reply

Please clarify the "last month of contract year."

June

121. **Citation:** Attachment 6, Page 29, Paragraph I (D) & II (A), Invoicing

Does the Department anticipate negotiating a mutually agreeable monthly invoicing schedule that corresponds to the Price Reply, and ultimate delivery schedule, or will Contractor be expected to invoice for each line item of the Price Reply within 30 days after acceptance of the deliverable, as outlined in Paragraph II of Attachment 6?

Payment will be made based on the deliverables and (negotiated) completion dates listed on the Price Reply upon satisfactory completion and itemized invoice.

Houghton Mifflin Harcourt

122. What is the time period for Year One in this contract? Does Year One start with August 1, 2011?

This will be determined by when the contract is finalized, if finalized prior to July 1, 2011 the first year ends June 30, 2011. Fiscal years are July 1 to June 30

123. What are the time periods for the subsequent contract years?

See previous response

124. What is the anticipated budget for this project?

That will be determined during the negotiation and contracting phases.

125. The ITN references a K-3 formative mathematics assessment system and that this new system must have parallel structure and common teacher tools. May we see the math system or get more information about it? Can you please provide us with the with technical and other information related to this tool? Can you provide technical documentation about the system?

CPALMS is built using ASP.NET programming language and uses a Microsoft SQL server for the database. Formative assessment activities are printable and available in word or pdf files.

The formative assessment tasks are accessible on CPALMS and can be viewed at the individual benchmark pages. Here is an example benchmark page with several tasks:

<http://www.floridastandards.org/Standards/PublicPreviewBenchmark533.aspx>

All the formative assessment tasks are listed within the "Related Resources" Under related resources and marked as "Formative Assessments".

126. May we see some sample formative tasks and the teacher tools from the current mathematics system?
The formative assessment tasks are accessible on CPALMS and can be viewed at the individual benchmark pages. Here is an example benchmark page with several tasks:

<http://www.floridastandards.org/Standards/PublicPreviewBenchmark533.aspx>

All the formative assessment tasks are listed within the "Related Resources" Under related resources and marked as "Formative Assessments".

127. Can you provide several examples of the types of student thinking tasks the Department expects to see in the English Language formative assessment system?
These shall be provided as part of the Respondent's Reply.

128. The ITN calls for an "online educational program" but also for classroom activities that can be used during regular instruction. Is it the Department's intent that the online program would be used during regular instruction, or are the classroom activities described different from the online program?
All products should be available online – some must be provided in printable format.

129. Is there a specific model the contractor should follow to develop the rubrics for evaluating student learning?
No, there is no specific model, the model should be provided as part of the vendor's Reply.

130. Can you provide an example of how you expect to see possible "student misconceptions" presented in the system?
These should be provided as part of the Respondent's Reply and should address student common misunderstandings that lead to error.

131. Does the requirement for sample student work apply to each basic task, or to each level of difficulty described in each task?
Minimally one per task, preferably models of different levels of student understanding.

Pacific Metrics

132. The RFP refers to the English Language Arts CCSS and related English language acquisition skill(s). Has Florida connected its English language proficiency standards to the English Language Arts CCSS?
No

133. Does the state expect different formative assessment tasks for English language learners and students who are proficient in English?
Yes, when appropriate to the standard

134. What is the maximum number of users of the K–8 English language formative assessment system at any given point?
There are approximately 1.8 million K-8 students, the system users will vary dependent upon the tasks developed and how many tasks are online. There will be no required time for formative assessment task use by the state; therefore 300,000 users at one time should be more than adequate

135. The RFP states (p. 6) that "This new technology-based system will be designed using the model of Florida's K–3 Mathematics Formative Assessment System, currently under development ..." What are the major requirements of the K–3 Mathematics Formative Assessment model that the bidder should follow? Can you provide related documentation if available?

CPALMS is built using ASP.NET programming language and uses a Microsoft SQL server for the database. Formative assessment activities are printable and available in word or pdf files.

136. Can you provide some guidance on how the "future single sign-on system" (p. 17) may impact the design of the K-8 English language formative assessment system? Have technical specifications been defined for the single sign-on system that the bidder can review?

The Department is currently in the process of defining the interface and standards of its single sign-on system.

137. Will the bidder's system need to integrate with the existing K-3 formative mathematic assessment system at integration points other than possibly single sign-on? If so, can these integration points be described? For example, might a common item development and item banking system be used to manage and store assessment content?

No

138. The RFP requires "Negotiated and agreed upon hardware and operating systems that are consistent with the Department's system" #1 (p.18). Can the state share any existing hardware and operating system requirements?

Although the Department is currently in the process of defining a set of technology standards, most of the servers are Dell. Database management systems include DB2, UDB, Oracle and SQL Server. The Department's current preference for new systems is SQL Server.

139. The work task #7 (p. 18) indicates the system must provide the ability for users to rate content, and poorly rated content should be removed from user access such that it can be improved or deleted. Should the bidder scope for a certain level of content redevelopment across the contract based on this user feedback?

That would be recommended

140. Regarding Task #12 (p. 18) is there any requirement to localize the assessment system (administrative and/or student testing interfaces) for languages other than English?

Not for the tasks

Metria Learning

141. We have worked with the CCSS in several states, but throughout the ITN, you refer to "*K-8 English Language Arts CCSS and related English language acquisition skills.*" Does Florida define those related English language acquisition skills anywhere other than the Comprehensive English Language Learning Assessment (CELLA), or can our response assume that these skills are identified through research and best practices, rather than a formally approved set of skills or standards?

These skills are identified through research and best practices

141. Do the "*related English language acquisition skills*" include English language acquisition skills covering other academic subjects such as math and science, or is this ITN strictly limited to English language acquisition skills for Language Arts only?

Strictly limited to English language acquisition skills for Language Arts

142. Page 6 states: "*Florida intends to collaborate with other states in the common assessment consortia to expand the formative assessment resources beyond these targeted grades and content.*" Does PARCC have a formal division of labor in place, where one state focuses on specific grades and content, and if so would our solution need to ensure any sort of parallel structure or alignment with common tools being developed outside of Florida?

No

143. In examining Florida's District ELL plans administered through the Bureau of Academic Achievement through Language Acquisition, we have observed various approaches to dealing with ELL student achievement and language skills. Does the Bureau publish any guidelines for district ELL plan requirements that we could look at in developing

our solution? Alternatively, could you recommend a district or two with an exemplary plan that could help us understand better what the bureau is seeking?

Student Achievement through Language Acquisition guidelines are in the district English Language Learner Plan, the FLDOE SALA website includes a copy of each district plan. Two recommended plans are Hillsborough and Seminole school districts. <http://www.fldoe.org/aala/>

144. You refer to Florida's K-3 Mathematics Formative Assessment System as "*currently under development*" and also as a "*current system in place*" (both on page 6). If it is still under development, is there any documentation that we could see to help better understand that system, or what that system will be after development is complete?

The formative assessment tasks are accessible on CPALMS and can be viewed at the individual benchmark pages. Here is an example benchmark page with several tasks:

<http://www.floridastandards.org/Standards/PublicPreviewBenchmark533.aspx>

All the formative assessment tasks are listed within the "Related Resources" Under related resources and marked as "Formative Assessments".

145. Are there any documents stating standards, requirements or recommendations for hardware to be placed in the Northwest Regional Data Center?

The Department is currently in the process of defining the interface and standards of its single sign-on system.

146. Can you provide more information on Florida's plans for a "*future single sign-on system*" (page 7)?

The Department is currently in the process of defining the interface and standards of its single sign-on system.

147. Will the solution be allowed access to local student information systems to retrieve and synchronize student names, classes, teachers, and parent contact information, within the limits of FERPA?

The Department cannot speak on behalf of the school districts.

148. Will the solution be able to access IPT results, HLS results, and other assessment instruments that specifically relate to ELL identification and abilities, within the limits of FERPA?

No

149. Will the solution be able to access end of level test results and other high stakes tests, or other data indicative of student academic abilities, within the limits of FERPA?

No

150. Does the state set any guidelines or requirements for interim assessments, or is that controlled by the LEAs?

Interim assessments are not part of this ITN

151. The ITN specifies: "*no less than four formative assessment tasks including: specifications for building the tasks, rubrics for evaluating student learning and teacher instruction, associated student misconceptions, and sample student work. The specific English language arts areas that formative assessments must be built for include: Reading Standards: Foundational Skills; Reading Standards for Literature; Reading Standards for Informational Text; Writing Standards; Speaking and Listening Standards; and Language Standards.*" The structure of CCSS is hierarchical in nature. For example under Language Standards for 3rd grade, there is the following structure:

Language Standards:

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

b. Form and use regular and irregular plural nouns.

- c. Use abstract nouns (e.g., childhood).
 - d. Form and use regular and irregular verbs.
 - e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
 - f. Ensure subject-verb and pronoun-antecedent agreement.
 - g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - h. Use coordinating and subordinating conjunctions.
 - i. Produce simple, compound, and complex sentences.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Etc...

Would the minimum of four formative assessment tasks apply at the "Language Standards" level, the "Conventions of Standard English" level, or the "Demonstrate command of the conventions of standard English grammar and usage when writing or speaking" level? 3

Conventions of Standards English

Infinity Software Development, Inc.

152. What is the anticipated project start date?
Project will begin upon contract execution.
153. What is the amount of RTTT funding allocated to this project for each year of the anticipated contract?
This will be determined by the awarded Contractor's Best and Final Offer.
154. Will the requested system replace or enhance any of FLDOE's existing systems?
The Department has no current formative assessment system for K-8 English Language Arts Common Core State Standards and English Language acquisition.
155. Will the application created be required to interface with any existing or planned FLDOE applications? If so, can the FLDOE describe the interface points and the types of data to be exchanged?
CPALMS holds the mathematics formative assessment system for K-3 and is built using ASP.NET programming language and uses a Microsoft SQL server for the database. Formative assessment activities are printable and available in word or pdf files.
156. Does the Department envision performance tracking and reporting for the usage by students?
Yes for those activities that are performed online.
157. The deliverables described for each year of the project seem to indicate that the Department would be amenable to a phased release? Please confirm.
This will be determined during negotiations.
158. What is the expected number of concurrent/total/peak users of the system per user type?
There are approximately 1.8 million K-8 students, the system users will vary dependent upon the tasks developed and how many tasks are online. There will be no required time for formative assessment task use by the state; therefore 500,000 users at one time should be adequate.
159. How is student and teacher data entered in the system? How frequently is student and teacher data updated?
Teachers should enter the system through single-sign on. The Department does not require student records to be pre-built in the system. However, the Respondent is encouraged to provide a solution that represents the best value

to the State. During the planning and design phase of the solution, the selected Respondent would be encouraged to determine whether or not the Department's student database could be used to pre-populate the Respondent's database with some information from the student database.

160. Are there any restrictions on type of interactive media that may be used in the system?

No

161. Will streaming media be a component of the system? If so, to what extent?

This will be determined by the winning Reply.

162. What is the level of uptime expected for the system (99.99%)?

This will be determined by the winning Reply; the ITN does state that the system must be accessible 24 hours a day and seven days a week, there may be instances of down time due to natural disaster or local interruptions in services.

163. Will the system be accessed on regular desktop computers only? Are mobile devices a target for system usage?

This would be ideal, as many platforms as possible

164. Is the system expected to interact with any other external systems, besides the single sign-on system projected for future release?

This will be dependent upon Replies and negotiations but the functionality to do so is encouraged.

165. Where can interested vendors locate and review this model of "Florida's K-3 Mathematics Formative Assessment System" (page 6, paragraph 3)? Or, is a full description of its major requirements, specifications, and functionality documented and available?

CPALMS is built using ASP.NET programming language and uses a Microsoft SQL server for the database.

Formative assessment activities are printable and available in word or pdf files.

The formative assessment tasks are accessible on CPALMS and can be viewed at the individual benchmark pages.

Here is an example benchmark page with several tasks:

<http://www.floridastandards.org/Standards/PublicPreviewBenchmark533.aspx>

All the formative assessment tasks are listed within the "Related Resources" Under related resources and marked as "Formative Assessments".

166. Is the online component/program a repository for instructions, activity materials, feedback forms, etc., or is the intention to have students actually work online in the program to complete the formative assessments?

It is the expectations that some tasks would be appropriate for students to complete on line, additionally other functions for the system should be interactive and not simply and repository.

167. Is the vendor responsible for the K-3 Mathematics Formative Assessment tool eligible to respond to this ITN?

See Section 6.15 of the ITN document.

168. Pg 18, 7.1 Deliverables: "Actual completion dates will be negotiated. Year is August to July (Attachment 1)." Does Year 1 begin on August 1, 2011 and end on July 30, 2012?

The August to July period is inaccurate. This procurement is based on state fiscal year of July to June. Year 1 begins upon contract execution and ends on June 30th of that year.

169. Is a module for parents expected or desired in the system?

The ITN specifies "parent resources."

170. Will the system track performance data for students? Since this is formative assessment data, will teachers be responsible for data entry after administration of assessments?

The system should track performance data for students who participate in formative assessment tasks online. There is no requirement for teachers to enter student performance data.

171. Are there technology preferences for Web and Database that the Department would like vendors to consider?
Although the Department is currently in the process of defining a set of technology standards, most of the servers are Dell. Database management systems include DB2, UDB, Oracle and SQL Server. The Department's current preference for new systems is SQL Server.
CPALMS is built using ASP.NET programming language and uses a Microsoft SQL server for the database.
Formative assessment activities are printable and available in word or pdf files.
172. Will the system hold sensitive user data and thus require appropriate levels of data security?
Yes, in alignment with FERPA
173. Pg 17 states: "Teachers practicing formative assessment ask students to perform tasks, explain their reasoning, and justify their arguments."
a. Would you envision the type of tasks described here to be web-based?
Those appropriate to be complete online.
b. If so, what data would need to be collected from such tasks?
Student input.
c. If not, how would results of such tasks be collected and analyzed by teachers?
Collected and analyzed by print copy and use of the rubric that goes with the assessment task.
174. Pg 17 states: "A successful Reply shall plan for the development of classroom activities, based on the grade-level appropriate CCSS for English language arts, that may be used during regular instruction that will allow K–8 teachers to observe students and learn about their existing skills, knowledge, misconceptions, and reasoning. The Reply shall not include the development of a collection of quizzes, worksheets, or interim tests which could be used for progress monitoring and would require interruption of normal classroom instruction to administer."
a. Would online, web-based activities be considered interruptive of classroom instruction?
No
b. Would formative assessment tasks be typically administered to a whole class at once?
Most appropriate administration of the task is task dependent.
c. Would formative assessment tasks be typically completed at home, or outside the classroom?
Not at home since most require teacher observation.
d. If the formative assessment tasks are to be completed in the classroom, how would they be non-interruptive of classroom instruction?
A formative assessment task is a teaching and learning activity based on education standards.
175. Pg 18, #5 states "At user request, up-to-date electronic records of state, district, school, classroom and student usage; available in a downloadable electronic format for user reporting and student progress monitoring."
a. What would "electronic records" consist of? Usage data only, or student responses to formative assessment tasks?
Both
b. Could you define "users" who would be reviewing electronic records?
Access would be for those who have user access and management access.
c. Would students be considered "users" who might need to review electronic records?
Students must have access to their activities.
176. Since this system will be developed in parallel and for use with the existing mathematics system, has there been consideration given to sharing hardware/ technologies with that system?

Not at this time

177. Please confirm that "English language acquisition skills" referred to throughout the ITN relate to teaching English for speakers of other languages.
Language ability required for academic achievement. Language acquisition is a source of natural communication. The emphasis is on the text of communication and not on form. Language learning is not communicated; it is the result of direct instruction in the rules of language.
178. Pg 18 #3 states "Formative assessment English language arts and English language acquisition teacher professional development toolkits for school level groups of teachers from grades K-2, 3-5, and 6-8." as an Extremely Critical Work Task. What is meant by "school level groups of teachers"?
Teachers working together in groups through lesson study. These may all be from the same grade level or represent different grade levels.
179. Pg 18 #10 states "System pre-formatted standards-based lesson bank submitted by teachers for each standard based on use of formative assessment tasks that include user ratings and feedback." as a Critical Work Task.
- Are the lessons referred to here of a different nature than the formative assessments being developed for the project?
Yes
 - Who is responsible for reviewing teacher-submitted content for appropriateness prior to being made available to all users?
This will be determined by the Reply; there are no requirements for a formal review although the rating and feedback system is required to be paired with the tool.
 - What is meant by "System pre-formatted"?
A format used for lessons submitted for teachers to support consistency in expectations and submissions.
180. Pg 19 paragraph 4 states "Development, implementation and management of a web-based system that is free for the Florida public school system including teacher pre-service programs." Please clarify the definition of "pre-service programs"?
Teacher preparation programs.
181. Pg 21 paragraph 8 states "End of Year 3: At user request, up-to-date electronic records of state, district, school, classroom, and student usage; available in a downloadable electronic format for user reporting and **student progress monitoring**." Does this statement contradict the scope statement "The Reply shall not include the development of a collection of quizzes, worksheets, or interim tests which could be **used for progress monitoring** and would require interruption of normal classroom instruction to administer."? If not, please clarify the meaning of progress monitoring in these two contexts.
Progress monitoring through formative assessment activities and tasks monitor student's cognitive understanding of both the content and the task and need for any instructional differentiation, their purpose is to modify instruction to the individual student's needs. Formative assessment activities are not are used for student proof of standards mastery or for summative grading as quizzes, worksheets, or interim tests could be.
182. Pg 22 paragraph 2 states "Also the Contractor must provide the Department and schools guidelines that can be used to adequately support **any volume of activity**." Please clarify the Department's expectations of usage by number of users, number of simultaneous users, prescribed usage periods, etc.
There are approximately 1.8 million K-8 students, the system users will vary dependent upon the tasks developed and how many tasks are online. There will be no required time for formative assessment task use by the state; therefore 300,000 users at one time should be more than adequate. This is a year four requirement for the purpose of estimating future usage based on the trend usage of the contract period.

Nord Anglia Education

183. Regarding the details provided in the Invitation to Negotiate document regarding authorization and licensing – does this allow international specialist organizations in the field of standards and assessments and online access to respond, granted authorization and license prior to contract award?
Potential Respondents need to review the ITN and consult with their own attorney if they have questions regarding their ability/authority to file a Reply.
184. Is it the intention that students will be able to access the materials independently online, or is the resource intended to be accessed by the administering teachers and education teams?
Some tasks may be appropriate for students to access independently online but the expectation is that not all tasks will be and therefore will need to be accessible by the administering teacher and printed.
185. Where the grade standards are split into categories – K-2, 3-5 and 6-8, does this refer to sets of standard for each of the years, or each of the groups of years – i.e. 3 sets of standards or total of 8 standards?
These splits are for the teacher professional development toolkits only, not for the sets of standards, please see responses to questions 57, 65, 66, and 67
186. What is the volume of expected activities, e.g. samples to exemplify when four formative assessment tasks are mentioned – does this refer to per unit, semester year etc?
Please refer to the deliverable Section 7.1 in the ITN and the responses to questions 57, 65, 66, and 67
187. What is the expectation regarding how the students will be assessed against the use of standards – i.e. are a bank of example answers expected, or a set of characteristics for the student response?
Rubrics that are based upon characteristics of student responses, including misconceptions.
188. Are the materials to be created and provided for implementation in the classroom or as a resource online – i.e. are the standards for teacher use only in/out of the classroom?
Both, for further explanation please see previous responses.
189. What is the total volume of schools that this formative assessment system is to be implemented in?
It is expected that the Respondent has familiarity with or will research the number of teachers in Florida who teach K-8 reading, English Language Arts and ESOL and will base the proposed services on this information.
190. What level of access is available to the Florida K-3 Mathematics Formative Assessment System, pre response and post response, with regards to integration and architecture?
The formative assessment tasks are accessible on CPALMS and can be viewed at the individual benchmark pages. Here is an example benchmark page with several tasks:
<http://www.floridastandards.org/Standards/PublicPreviewBenchmark533.aspx>
All the formative assessment tasks are listed within the “Related Resources” Under related resources and marked as “Formative Assessments”.
191. Is there a limit to the number of firms that can respond as part of one submission, i.e. as an individual, partnership or consortium?
Potential Respondents need to review the ITN and consult with their own attorney if they have questions regarding their ability/authority to file a Reply.
192. What is the scope for Continuous Professional Development on the use of the standards created to develop master trainers to implement locally at the end of the 4 year deliverables?
There is no requirement in this ITN to develop master trainers

Potential proposers have 72 hours from posting of addenda to protest the requirements of each addendum. Failure to file a protest within the time prescribed in Section 120.57(3), or failure to post the bond or other security required by law within the time allowed for filing a bond shall constitute a waiver of proceedings under Chapter 120, Florida Statutes.

YOUR REPLY WILL NOT BE COMPLETE WITHOUT THIS DOCUMENT SIGNED AND INCLUDED!

Vendor Name – *written*: _____

Authorized Signature: _____

Mailing Address: _____

City, State & Zip Code: _____

Telephone: _____ Facsimile: _____

E-Mail Address: _____