INVITATION TO BID NO: 10-R-2208857

STATE OF ALABAMA

DEPTARTMENT OF FINANCE
DIVISION OF PURCHASING

INVITATION TO BID

REQ. AGENCY	: 008000 DEPARTMENT OF EDUCATION
AGENCY REQ. NO.	: 030022
T-NUMBER	:
DATE ISSUED	: 07/27/09
VENDOR NO.	:
VENDOR PHONE NO.	:
SNAP REQ. NO.	: 1421703
BUYER NAME	: JANNA WICKHAM
BUYER PHONE NO.	: (334) 242-4288-
PURCHASING PHONE NO	: (334) 242-7250

FOR: ADMIN OF THE ALA ALTER ASSESSMENT 030022
SUZANNE WILLIAMS FOR MIRIAM BYERS

BID MUST BE RECEIVED BEFORE:
DATE: 09/17/09 TIME: 5:00 PM

BIDS WILL BE PUBLICLY OPENED:
DATE: 09/18/09 TIME: 10:00 AM

TO BE COMPLETED BY VENDOR

INFORMATION IN THIS SECTION SHOULD BE PROVIDED, AS APPROPRIATE. BID RESPONSE MUST BE IN INK OR TYPED WITH ORIGINAL SIGNATURE AND NOTARIZATION.

1. DELIVERY: CAN BE MADE _____ DAYS OR _____ WEEKS AFTER RECEIPT OF ORDER

2. TERMS: _____(DISCOUNTS ARE TAKEN WITHOUT REGARD TO DATE OF PAYMENT.)

3. PRICE VALID FOR ACCEPTANCE WITHIN _____ DAYS.

4. VENDOR QUOTATION REFERENCE NUMBER, IF ANY: _____
(THIS NUMBER WILL APPEAR ON THE PURCHASE ORDER.)

5. E-MAIL ADDRESS: _____

INTERNET WEBSITE: _____

6. GENERAL CONTRACTOR'S LICENSE NO: _____

TYPE OF G.C. LICENSE: _____

RETURN INVITATION TO BID:

US MAIL	COURIER
STATE OF ALABAMA DEPARTMENT OF FINANCE DIVISION OF PURCHASING P O BOX 302620 MONTGOMERY, AL 36130-2620	STATE OF ALABAMA DIVISION OF PURCHASING RSA UNION BUILDING 100 N. UNION ST., SUITE 192 MONTGOMERY, AL 36104

***** IMPORTANT NOTE: *****
BIDDERS MUST COMPLY WITH ALL "BID RESPONSE INSTRUCTIONS" ON PAGE 2, TO INCLUDE ITEM 7 - COPY REQUIREMENT.

SIGNATURE AND NOTARIZATION REQUIRED

I HAVE READ THE ENTIRE BID AND AGREE TO FURNISH EACH ITEM OFFERED AT THE PRICE QUOTED. I HERBY AFFIRM I HAVE NOT BEEN IN ANY AGREEMENT OR COLLUSION AMONG BIDDERS IN RESTRAINT OF FREEDOM OF COMPETITION BY AGREEMENT TO BID AT A FIXED PRICE OR TO REFRAIN FROM BIDDING.

SWORN TO AND

SUBSCRIBED BEFORE ME THIS

_____ DAY OF _____

_____
NOTARY PUBLIC

TERM EXP: _____

_____ FEIN OR SSN	_____ AUTHORIZED SIGNATURE (INK)
_____ COMPANY NAME	_____ TYPE/PRINT AUTHORIZED NAME
_____ MAIL ADDRESS	_____ TITLE
_____ CITY, STATE, ZIP	_____ TOLL FREE NUMBER
_____ PHONE INCLUDING AREA CODE	_____ FAX NUMBER

VENDOR NAME :

VENDOR NUMBER: -
ITB NO. : 10-R-2208857 PAGE 2
OPEN DATE : 09/18/09 TIME: 10:00 AM

RETURN DATE: 09/17/09 TIME: 5:00 PM

AUTHORITY:
THE DEPARTMENT OF FINANCE CODE OF ADMINISTRATIVE PROCEDURE, CHAPTER 355-4-1 EFFECTIVE DECEMBER 20, 2001 IS INCORPORATED BY REFERENCE AND MADE A PART OF T HIS DOCUMENT. TO RECEIVE A COPY CALL (334)242-7250, OR OUR WEBSITE WWW.PURCHASING.ALABAMA.GOV .

INFORMATION AND ASSISTANCE TO MINORITY BUSINESSES IN THE TECHNICAL COMPLETION OF REQUIRED FORMS MAY BE OBTAINED FROM THE OFFICE OF MINORITY BUSINESS ENTERPRISE, 1-800-447-4191.

BID (ITB) RESPONSE INSTRUCTIONS REV: 04/07/09

1. TO SUBMIT A RESPONSIVE BID, READ THESE INSTRUCTIONS, ALL TERMS, CONDITIONS AND SPECIFICATIONS.

2. BID ENVELOPES/PACKAGES/BOXES MUST BE IDENTIFIED ON FRONT, PREFERABLY LOWER LEFT CORNER AND BE VISIBLE WITH THE BID NUMBER AND OPENING DATE. EACH INDIVIDUAL BID (IDENTIFIED BY A UNIQUE BID NUMBER) MUST BE SUBMITTED IN A SEPERATE ENVELOPE. RESPONSES TO MULTIPLE BID NUMBERS SUBMITTED IN THE SAME ENVELOPE/COURIER PACKAGE, THAT ARE NOT IN SEPARATE ENVELOPES PROPERLY IDENTIFIED, WILL BE REJECTED. THE DIVISION OF PURCHASING DOES NOT ASSUME RESPONSIBILITY FOR LATE BIDS FOR ANY REASON INCLUDING THOSE DUE TO POSTAL, OR COURIER SERVICE. BID RESPONSES MUST BE IN THE DIVISION OF PURCHASING OFFICE PRIOR TO THE "RECEIVE DATE AND TIME" INDICATED ON THE BID.

3. BID RESPONSES (PAGE 1, PRICE SHEET AND ADDENDUMS (WHEN SIGNATURE IS REQUIRED)) MUST BE IN INK OR TYPED ON THIS DOCUMENT. OR EXACT FORMAT WITH SIGNATURES BEING HANDWRITTEN ORIGINALS IN INK (PERSON SIGNING BID, NOTARY, AND NOTARY EXPIRATION), OR THE BID WILL BE REJECTED. UNLESS INDICATED IN THE BID, ALL PRICE PAGES MUST BE COMPLETED AND RETURNED. IF AN ITEM IS NOT BEING BID, IDENTIFY IT AS NB (NO-BID). PAGES SHOULD BE SECURED. THE DIVISION OF PURCHASING DOES NOT ASSUME RESPONSIBILITY FOR MISSING PAGES. FAXED BID RESPONSES WILL NOT BE ACCEPTED.

4. THE UNIT PRICE ALWAYS GOVERNS REGARDLESS OF THE EXTENDED AMOUNT. A UNIT PRICE CHANGE ON A LINE MUST BE INITIALED BY THE PERSON SIGNING THE BID, OR THAT LINE WILL BE REJECTED. THIS INCLUDES A CROSS-OUT, STRIKE-OVER, INK-OVER, WHITE-OUT, ERASURE, OR ANY OTHER METHOD CHANGING THE PRICE.

5. A "NO BID" MUST BE RETURNED TO REMAIN ON A CLASS/SUBCLASS. RETURN PAGE 1 MARKED "NO-BID". IDENTIFY IT ON THE ENVELOPE AS A "NO-BID". FAILING TO RESPOND TO 3 ITB'S WITHIN THE SAME CLASS/ SUBCLASS WILL AUTOMATICALLY PURGE THE VENDOR FROM THAT CLASS/SUBCLASS. RESPONDING WITH 6 "NO-BIDS" WITHIN THE SAME CLASS/SUBCLASS WILL AUTOMATICALLY PURGE THE VENDOR FROM THAT CLASS/ SUBCLASS. A "NO-BID" RECEIVED LATE IS CONSIDERED A NO RESPONSE.

6. THE DIVISION OF PURCHASING IS NOT RESPONSIBLE FOR MISINTERPRETATION OF DATA FAXED FROM THIS OFFICE.

7. THE DIVISION OF PURCHASING REQUIRES AN ORIGINAL AND A MINIMUM OF ONE COMPLETE EXACT COPY (TO INCLUDE SIGNATURE AND NOTARY) OF THE INVITATION-TO-BID RESPONSE. THE ORIGINAL AND THE COPY SHOULD BE SUBMITTED TOGETHER AS A BID PACKAGE.

8. AN IMPROPERLY SUBMITTED BID, LATE BID, OR BID THAT IS CANCELLED ON OR BEFORE THE OPENING DATE WILL BE HELD FOR 90 DAYS AND THEN DESTROYED. THE BID MUST BE RETRIEVED DURUIG REGULAR WORK HOURS, MONDAY - FRIDAY, EXCEPT STATE HOLIDAYS. AFTER THE BID IS DESTROYED, THE DIVISION OF PURCHASING ASSUMES NO RESPONSIBILITY FOR THE DOCUMENT.

DISQUALIFIED/CANCELLED BID

BIDS THAT ARE IMPROPERLY SUBMITTED OR RECEIVED LATE WILL BE A RESPONSE FOR RECORD, BUT WILL NOT BE RETURNED OR A NOTIFICATION MAILED.

THE FOLLOWING IS A PARTIAL LIST WHEREBY A BID RESPONSE WILL BE DISQUALIFIED:

BID NUMBER NOT ON FACE OF ENVELOPE/COURIER PACKAGE/BOX
RESPONSES TO MULTIPLE BID NUMBERS IN SAME ENVELOPE NOT PROPERLY IDENTIFIED
BID RECEIVED LATE
BID NOT SIGNED/NOT ORIGINAL SIGNATURE
BID NOT NOTARIZED/NOT ORIGINAL SIGNATURE OF NOTARY AND/OR NO NOTARY EXPIRATION
NOTARIZED OWN SIGNATURE
REQUIRED INFORMATION NOT SUBMITTED WITH BID
FAILURE TO SUBMIT THE ORIGINAL BID AND A COMPLETE EXACT COPY WILL RESULT IN REJECTION OF THE BID RESPONSE
FAILURE TO MARK RESPONSES AS "ORIGINAL" AND/OR "COPY" COULD RESULT IN THE ENTIRE BID RESPONSE BEING REJECTED

CERTIFICATION PURSUANT TO ACT NO. 2006-557

ALABAMA LAW (SECTION 41-4-116,CODE OF ALABAMA 1975) PROVIDES THAT EVERY BID SUBMITTED AND CONTRACT EXECUTED SHALL CONTAIN A CERTIFICATION THAT THE VENDOR, CONTRACTOR, AND ALL OF ITS AFFILIATES THAT MAKE SALES FOR DELIVERY INTO ALABAMA OR LEASES FOR USE IN ALABAMA ARE REGISTERED, COLLECTING, AND REMITTING ALABAMA STATE AND LOCAL SALES, USE, AND/OR LEASE TAX ON ALL TAXABLE SALES AND LEASES INTO ALABAMA. BY SUBMITTING THIS BID, THE BIDDER IS HEARBY CERTIFYING THAT THEY ARE IN FULL COMPLIANCE WITH ACT NO. 2006-557, THEY ARE NOT BARRED FROM BIDDING OR ENTERING INTO A CONTRACT PURSUANT TO 41-4-116, AND ACKNOWLEDGES THAT THE AWARDING AUTHORITY MAY DECLARE THE CONTRACT VOID IF THE CERTIFICATION IS FALSE.

INTENT TO AWARD

EFFECTIVE MAY 1, 2008, THE STATE OF ALABAMA - DIVISION OF PURCHASING WILL ISSUE AN 'INTENT TO AWARD' BEFORE A FINAL AWARD IS MADE. THE 'INTENT TO AWARD' WILL CONTINUE FOR A PERIOD OF FIVE (5) CALENDAR DAYS, AFTER WHICH A PURCHASE ORDER WILL BE PRODUCED. UPON FINAL AWARD, ALL RIGHTS TO PROTEST ARE FORFEITED. A DETAILED EXPLANATION OF THIS PROCESS MAY BE REVIEWED IN THE ALABAMA ADMINISTRATIVE CODE - CHAPTER 355-4-1(14).

ALTERNATE BID RESPONSE

UNLESS STATED ELSEWHERE IN THIS INVITATION-TO-BID (ITB) THE STATE OF ALABAMA WILL ACCEPT AND EVALUATE ALTERNATE BID SUBMITTALS ON ANY ITB'S. ALTERNATE BID RESPONSES WILL BE EVALUATED ACCORDING TO THE REQUIREMENTS AS ALL OTHER RESPONSES TO THIS ITB.

INTERNET WEBSITE LINK'S

INTERNET AND/OR WEBSITE LINKS WILL NOT BE ACCEPTED IN BID RESPONSES AS A MEANS TO SUPPLY ANY REQUIREMENTS STATED IN THIS ITB (INVITATION-TO-BID).

PRODUCT DELIVERY, RECEIVING AND ACCEPTANCE

IN ACCORDANCE WITH THE UNIVERSAL COMMERCE CODE (CODE OF ALABAMA, TITLE 7), AFTER DELIVERY, THE STATE OF ALABAMA HAS THE RIGHT TO INSPECT ALL PRODUCTS BEFORE ACCEPTING. THE STATE WILL INSPECT PRODUCTS IN A REASONABLE TIMEFRAME. SIGNATURE ON A DELIVERY DOCUMENT DOES NOT CONSTITUTE ACEPTANCE BY THE STATE. THE STATE WILL ACCEPT PRODUCTS ONLY AFTER SATISFACTORY INSPECTION.

SALES TAX EXEMPTION

PURSUANT TO THE CODE OF ALABAMA, 1975, TITLE 40-23-4 (A) (11), THE STATE OF ALABAMA IS EXEMPT FROM PAYING SALES TAX. AN EXEMPTION LETTER WILL BE FURNISHED UPON REQUEST.

INVOICES

INQUIRIES CONCERNING PAYMENT AFTER INVOICES HAVE BEEN SUBMITTED ARE TO BE DIRECTED TO THE RECEIVING AGENCY, NOT THE DIVISION OF PURCHASING

BID RESPONSES AND BID RESULTS

UNEVALUATED BID RESPONSES (NOT BID RESULTS) ARE AVAILABLE ON OUR WEB SITE AT WWW.PURCHASING.ALABAMA.GOV. BID RESULTS WILL BE MADE AVAILABLE FOR REVIEW IN THE DIVISION OF PURCHASING OFFICE, BUT ONLY AFTER THE BID HAS BEEN AWARDED. WE DO NOT FAX OR MAIL COPIES OF BID RESULTS. IF A VENDOR WISHES TO REVIEW BID RESULTS IN OUR OFFICE, THEY SHOULD FAX THEIR REQUEST TO REVIEW THE BID TWO DAYS IN ADVANCE TO THE "BID REVIEW CLERK" AT (334) 242-4419. BE SURE TO REFERENCE THE BID NUMBER.

FOREIGN CORPORATION - CERTIFICATE OF AUTHORITY

ALABAMA LAW PROVIDES THAT A FOREIGN CORPORATION (AN OUT-OF-STATE COMPANY/FIRM) MAY NOT TRANSACT BUSINESS IN THE STATE OF ALABAMA UNTIL IT OBTAINS A CERTIFICATE OF AUTHORITY FROM THE SECRETARY OF STATE. SECTION 10-2B-15.01, CODE OF ALABAMA 1975. TO OBTAIN FORMS FOR A CERTIFICATE OF AUTHORITY, CONTACT THE SECRETARY OF STATE, CORPORATIONS DIVISION, (334) 242-5324. THE CERTIFICATE OF AUTHORITY DOES NOT KEEP THE VENDOR FROM SUBMITTING A BID.

BID IDENTIFICATION

REFERENCE PAGE 2, ITEM 2. DUE TO THE POSTAL SERVICE PUTTING BAR CODE LABELS ON ENVELOPES, IT CONCEALS THE BID NUMBER AND DATE IF THE VENDOR HAS WRITTEN THEM OTHER THAN THE LOWER LEFT CORNER, THEREFORE THE BID WOULD BE REJECTED FOR NOT BEING PROPERLY IDENTIFIED.

****

AWARD:
AWARD WILL BE MADE "ALL OR NONE" TO THE LOWEST RESPONSIBLE BIDDER MEETING ALL SPECIFICATIONS.

ASSIGNMENT OF CONTRACT:
TO ASSIGN, SUBLET OR TRANSFER ANY CONTRACT RESULTING FROM THIS SOLICITATION, THE VENDOR'S WRITTEN REQUEST MUST BE APPROVED BY THE STATE PURCHASING DIRECTOR.

CONTRACT PERIOD:
ESTABLISH A 12 MONTH CONTRACT WITH AN OPTION TO EXTEND FOR A SECOND, THIRD, FOURTH, AND FIFTH 12 MONTH PERIOD WITH THE SAME PRICING, TERMS AND CONDITIONS. THE SECOND, THIRD, FOURTH, OR FIFTH 12 MONTH PERIOD, IF AGREED BY BOTH PARTIES, WOULD BEGIN THE DAY AFTER THE FIRST, SECOND, THIRD, OR FOURTH 12 MONTH PERIOD EXPIRES. ANY SUCCESSIVE EXTENSION MUST HAVE WRITTEN APPROVAL OF BOTH THE STATE AND VENDOR NO LATER THAN 30 DAYS PRIOR TO EXPIRATION OF THE PREVIOUS 12 MONTH PERIOD.

NON-APPROPRIATION OF FUNDS:
CONTINUATION OF ANY AGREEMENT BETWEEN THE STATE AND A BIDDER BEYOND A FISCAL YEAR IS CONTINGENT UPON CONTINUED LEGISLATIVE APPROPRIATION OF FUNDS FOR THE PURPOSE OF THIS BID AND ANY RESULTING AGREEMENT. NON-AVAILABILITY OF FUNDS AT ANY TIME SHALL CAUSE ANY AGREEMENT TO BECOME VOID AND UNENFORCEABLE AND NO LIQUIDATED DAMAGES SHALL ACCRUE TO THE STATE AS A RESULT. THE STATE WILL NOT INCUR LIABILITY BEYOND THE PAYMENT OF ACCRUED AGREEMENT PAYMENT.

PRORATION:
ANY PROVISION OF A CONTRACT RESULTING FROM THIS BID TO THE CONTRARY NOTWITHSTANDING, IN THE EVENT OF FAILURE OF THE STATE TO MAKE PAYMENT HEREUNDER AS A RESULT OF PARTIAL UNAVAILABILITY, AT THE TIME SUCH PAYMENT IS DUE, OF SUCH SUFFICIENT REVENUES OF THE STATE TO MAKE SUCH PAYMENT (PRORATION OF APPROPRIATED FUNDS FOR THE STATE HAVING BEEN DECLARED BY THE GOVERNOR PURSUANT TO SECTION 41-4-90 OF THE CODE OF ALABAMA 1975), THE CONTRACTOR SHALL HAVE THE OPTION, IN ADDITION TO THE OTHER REMEDIES OF THE CONTRACT, OF RENEGOTIATING THE CONTRACT (EXTENDING OR CHANGING PAYMENT TERMS OR AMOUNTS) OR TERMINATING THE CONTRACT.

REQUESTED INFORMATION:
ANY ADDITIONAL INFORMATION REQUESTED FROM A VENDOR MUST BE FURNISHED WITHIN FIVE (5) DAYS FROM RECEIPT OF REQUEST.

VENDOR NAME :

VENDOR NUMBER: -
ITB NO. : 10-R-2208857

OPEN DATE : 09/18/09 TIME: 10:00 AM

RETURN DATE: 09/17/09 TIME: 5:00 PM

INSTRUCTIONS FOR VENDORS

VENDORS MUST ADHERE TO TIMELINE ON PAGE 27 OF SPECIFICATIONS.

VENDORS MUST SUBMIT COMPLETED ATTACHMENT PAGES WITH THEIR BID INCLUDING ALL COST RESPONSES. THE TOTAL BASE BID FROM PAGE #51 MUST BE CARRIED FORWARD TO UNIT PRICE COLUMN ON PAGE 7 OF ITB. IF THE TOTAL BASE BID IS NOT CARRIED FORWARD, THE ENTIRE BID WILL BE REJECTED.

VENDOR MUST SUBMIT TWO COMPLETE AND EXACT COPIES OF THEIR BID IN ITS ENTIRITY ALONG WITH THE ORIGINAL COPY TO STATE PURCHASING. FAILURE TO SUBMIT COPIES WILL RESULT IN REJECTION OF BID.

PRICE SHEET

INVITATION TO BID

VENDOR NAME :

VENDOR NUMBER: -
ITB NO. : 10-R-2208857

OPEN DATE : 09/18/09 TIME: 10:00 AM

RETURN DATE: 09/17/09 TIME: 5:00 PM

LINE NO.	COMMODITY/SERVICE DESCRIPTION	QUANTITY	UNIT	UNIT PRICE	EXTENDED AMOUNT
	UNLESS SPECIFIED OTHERWISE BELOW: SHIP TO: 008000 / 008M02 DEPARTMENT OF EDUCATION PURCHASING SECTION P305 GORDON PERSONS BLDG. 50 N. RIPLEY STREET MONTGOMERY AL 36130-2101				
00001	COMMODITY CODE: 924-20-082893 ALTERNATE ASSESSMENT (AAA) FOR USE IN ALABAMA PUBLIC SCHOOLS. SEE ATTACHED SPECIFICATIONS.	1	LOT	_____	_____

TOTAL BASE BID FROM PAGE 51 OF ATTACHMENTS MUST BE ENTERED IN SPACE TO THE RIGHT IN UNIT PRICE COLUMN. FAILURE TO CARRY THIS PRICE FORWARD TO THIS PAGE IN CORRECT COLUMN WILL RESULT IN REJECTION OF BID.

FOR FURTHER INFORMATION ON BID SPECIFICATIONS, PLEASE CONTACT MIRIAN BYERS @ 334-242-8038 OR MBYERS@ALSDE.EDU

FOR PROCEDURAL QUESTIONS, PLEASE CONTACT JANNA WICKHAM @ STATE PURCHASING @ 334-242-4288 OR JANNA.WICKHAM@PURCHASING.ALABAMA.GOV

PAGE TOTAL _____

BID TOTAL _____

STATE OF ALABAMA

INVITATION TO BID SPECIFICATIONS

FOR ADMINISTERING THE

Alabama Alternate Assessment

State of Alabama
Division of Purchasing
RSA Union Building
100 North Union Street, Suite 192
Montgomery, Alabama 36130-2401

Telephone Number: (334) 242-7250

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GENERAL INTRODUCTION

The Alabama State Department of Education (SDE) desires to contract with a vendor for the major products and services required to assist the State of Alabama in administering the *Alabama Alternate Assessment* (AAA) in Grades 3-8 and 11. The AAA is a portfolio assessment which currently evaluates a student's mastery of the Alabama Extended Standards. The Alabama Extended Standards are an extension of the regular academic content standards in reading, mathematics, and science.

Part I describes the administration of the assessment. Part II contains a schedule of events necessary to complete the project. Part III contains information regarding the response to the ITB. Part IV contains the **exact cost pages** that must be included in the vendor's proposal. Part V contains information regarding the bidding process.

The vendor's response to these specifications must include at least the management response, including the cost response forms (pages 36-52) and a detailed plan for scoring and reporting the student responses.

The purpose of this ITB is to establish a 12-month agreement to administer and score the AAA spring 2010 with an option to issue a second, third, fourth and fifth 12-month agreement under the same specifications. The contract will not be issued for the second, third, fourth or fifth 12-month period if funds are not available.

The SDE is not committed to a contract as a result of this ITB. All responses to this ITB become the property of the SDE upon receipt by the State Division of Purchasing and will not be returned to the vendor once opened. The SDE has the right to use any and all ideas or adaptations of ideas contained in any response to this ITB. Selection or rejection of the response to the ITB will not affect this right. Responses become public documents upon being posted as intent to award. The state's award will depend upon the appropriateness of vendor's responses to the requirements outlined in the specifications of this ITB. The SDE will have final approval for all steps in the printing, distribution, collection, administration, scoring, and reporting of the AAA.

A. PURPOSES FOR THE ALABAMA ALTERNATE ASSESSMENT

The purposes for the assessment of students' performance on the Alabama Extended Standards in the State of Alabama are (1) to identify strengths and weaknesses of individual students in order to respond better to needs in instruction and (2) to identify strengths and weaknesses of groups, including school, system, and state, in order to guide programmatic and instructional decisions.

B. GENERAL INFORMATION

The Alabama public schools consist of 132 local education agencies (LEAs) and approximately 50 state-supported/state operated facilities that may participate in the AAA. Each LEA has a System Test Coordinator who serves as a liaison between the LEA and the SDE. The administration of the assessment in each of the state-supported/state-operated facilities is coordinated through the System Test Coordinator of the LEA where the facility is physically

located. The System Test Coordinator distributes, collects, packages and ships test materials to each school within his/her LEA and the state-supported/state-operated facility(s) for which the LEA is responsible. Names and addresses of System Test Coordinators will be provided to the vendor for the purpose of shipment of materials. In coordinating the activities associated with the assessment, it will not be necessary for the vendor to have direct contact with personnel at the individual schools. There will be only one point of contact in the SDE for administering the assessment.

The Assessment and Accountability staff of the SDE will monitor the contract for the administration and scoring of the AAA. During the first year of the project, the vendor will complete all activities associated with the administration and scoring of the AAA and be responsible for the live administration of the spring 2010 assessment. The remaining years of the project will involve responsibility of the live administrations for spring 2011, 2012, 2013, and 2014.

Any questions regarding this ITB or the bid process must be received in the SDE by **4:00 p.m. CDST, August 7, 2009**, and must be addressed to:

Mrs. Nannette Pence
Alabama State Department of Education
Gordon Persons Building, Room 3306
50 North Ripley Street
Montgomery, AL 36104

Telephone number: (334) 242-8038
Fax number: (334) 242-7341
Email: npence@alsde.edu

The vendor must include a contact person with an email address or fax number for receiving answers to questions submitted. In the event that it becomes necessary to amend part of this ITB, the amendment will be mailed, emailed or faxed to all vendors. Changes may be issued only from the Division of Purchasing, Department of Finance. Changes will not be made by telephone.

C. ALABAMA ALTERNATE ASSESSMENT (AAA) OVERVIEW

The AAA was developed for students with significant cognitive disabilities. Alabama's definition of a student with a significant cognitive disability is a student functioning at least three standards deviations below the mean (IQ of 55 and below).

Broad-based committees of educators and parents from eight school board districts in Alabama developed the Alabama Extended Standards in Reading, Mathematics, and Science (Extended Standards). The Extended Standards are an extension of the Alabama courses of study (content standards in reading, mathematics, and science) and provide the curriculum for students with significant cognitive disabilities. Alabama teachers of special education students with significant cognitive disabilities have been trained on the Alabama Extended Standards in reading, mathematics, science, and the AAA.

The content assessed is:

Grades 3-8 and 11— Alabama Extended Standards in Reading
Grades 3-8 and 11— Alabama Extended Standards in Mathematics
Grades 5, 7 and 11— Alabama Extended Standards in Science

The AAA is scored on the following dimensions: complexity, level of assistance and mastery.

Scenario of AAA in Context

Johnny is a ten year old student enrolled in the fifth grade. He has cerebral palsy, mental retardation, speech and language problems, and visual problems. He is ambulatory but has great difficulty with fine motor skills. He wears glasses (20/100 vision) and receives speech and language therapy. He is placed in a special education classroom for all academics and has an IQ of 42.

Johnny's special education teacher has been teaching Johnny the Alabama Extended Standards (Reading, Mathematics, and Science for Grade 5) throughout the school year. She has selected the level of complexity appropriate for Johnny for each extended standard. For example, on the fifth grade extended standard one in science, Johnny's teacher has selected complexity level two (match matter before a chemical change with matter after a chemical change) for Johnny.

Science Extended Standard 5.1 (SCI. ES 5.1)—Identify examples of a chemical change in matter.

Complexity 4—Distignuish between a chemical and physical change in matter
Complexity 3—Identify examples of a chemical change in matter
Complexity 2—Match matter before a chemical change with matter after a chemical change
Complexity 1—Participate in an activity related to chemical changes in matter

As she has taught each extended standard, Johnny's teacher has collected evidence of his performance through student work samples, worksheets, series of photographs, videos, and/or Written Performance Summaries. When Johnny's performance involved evidence too large to send in for scoring, a series of annotated photographs was collected as evidence. Many times Johnny's performances have been oral and did not involve student work samples. On those occasions, his teacher documented the activity and Johnny's performance on a Written Performance Summary form. She has also kept notes on each piece of evidence for each extended standard regarding the level of assistance needed, Johnny's success or accuracy on the task, and additional information, if needed.

The level of assistance is the amount of assistance provided by the teacher to the student in order to elicit the performance documented.

Levels of Assistance:

- Independently—the student performs the task without prompting or support. The cognition of the task is performed by the student alone.

- Prompting—the student is provided cues by the teacher or aide (oral cues, oral directions, or gestures that initiate or sustain the task). The cognition of the task is performed by the student.
- Support—the student receives direct assistance to achieve the skill. The cognition of the task is not performed by the student alone; however, the task is not completed by the teacher. This assistance is more than prompting.

Johnny's teacher had a large plastic box and manila folders in which she stored evidence of Johnny's performances. On some extended standards, the teacher collected six or seven pieces of evidence, while on others she might have fewer pieces. She cataloged this evidence throughout the year by subject and by extended standard.

In February, Johnny's teacher pre-registered him for participation in the AAA. As a result of the pre-registration, Pre-ID Labels were produced for use in putting the body of evidence together.

The testing window for the AAA was March 9-27, 2009. During this window, Johnny's teacher assembled Johnny's body of evidence for submission for scoring.

Johnny's teacher began with Grade 5 Reading Extended Standard 1 (R. ES 5.1). She reviewed the five pieces of evidence she had collected for this extended standard and selected the three pieces of evidence she would submit for this extended standard. She selected the three pieces of evidence that best represented Johnny's performance on that extended standard.

She completed the demographic information/scoring document by placing the Pre-ID Label in the correct section of page 1. Taking each piece of evidence, she placed an evidence label with the first name, student identification number, and extended standard number in the top left corner of the evidence. She completed a Body of Evidence Entry Cover Sheet (BOE Cover Sheet) which included the extended standard content area (e.g., reading), standard number (e.g., ES 5.1), the type of evidence attached (e.g., work sample, worksheet, etc.), the evidence complexity level (levels 1-4), the level of assistance (independently, with prompting, or with support) needed during completion of the task, and a task summary in which she described the activity and Johnny's performance to include the accuracy of his performance. (This information was used to score each piece of evidence.)

Once completed, the BOE Cover Sheet was placed on top of the piece of evidence. The three pieces of evidence for R. ES 5.1 and BOE Cover Sheets were placed in a Body of Evidence string-tied envelope (BOE envelope). The student's first name, student identification number, and extended standard content area and standard number were written on the outside of the envelope.

Johnny's teacher completed this process for the three standards in reading, the four standards in mathematics, and the three standards in science for Grade 5. She stacked the reading BOE envelopes in sequential order by standard, placed them on top of the stack of mathematics BOE envelopes in sequential order by standard, and placed them on top of the stack of science BOE envelopes in sequential order by standard. She placed the completed demographic information/scoring document on top of the envelopes and placed a signed AAA Affidavit of Student Performance on top. Then she put the stack of BOE envelopes and the completed

demographic information/scoring document (answer document) and the AAA Affidavit of Student Performance in a Body of Evidence box (BOE box). She taped the BOE box shut, placed a Pre-ID Box Label in the top left corner of the box, and wrote her first initial and last name of the box. This BOE box contained the AAA body of evidence for Johnny.

Johnny's body of evidence was shipped to the testing company for scoring. The BOE box for Johnny was opened and the contents were scored by content area by standard.

The individuals selected to score the AAA were trained on the Alabama Extended Standards, the AAA rubric, and the AAA anchor/guidance papers. They qualified to score the AAA and had statistics collected on them throughout scoring. If for any reason they fell below a certain level of reliability of scoring, the individual was retrained and had to re-qualify to continue scoring.

Johnny's body of evidence was scored. He received a total raw score for reading, a total raw score for mathematics, and a total raw score for science. From these total raw scores (using the cut scores recommended by the AAA Standard Setting Committee, reviewed and adjusted by the Technical Advisory Committee, and approved by the State Superintendent of Education) Johnny received an academic achievement level for reading, an academic achievement level for mathematics, and an academic achievement level for science.

Alabama Academic Achievement Levels:
Level IV—Exceeds Standards
Level III—Meets Standards
Level II—Partially Meets Standards
Level I—Does Not Meet Standards

An Individual Student Report, Student Record Label, and Home Report were produced for Johnny. Group reports by grade for Johnny's school and a student list were generated using the scores of all the students in Johnny's school taking the AAA.

The Individual Student Report was used by Johnny's teacher in determining areas in need of further instruction or remediation. She reviewed the number of points earned out of the number of points possible, the mean complexity level, the mean level of assistance, and the mean mastery by content standard. She noted the total raw score and the achievement level in reading, mathematics, and science. His teacher was pleased with Johnny achieving a Level III in reading, that his mean level of assistance in mathematics was prompting and above, and his mean mastery of content in science was 50-75%. She was a little disappointed that he scored a Level II in mathematics; however, his raw score was in the upper limits of Level II. With remediation of his weak areas in mathematics and hard work on the Grade 6 Extended Standards, she feels that he might be able to score a Level III in mathematics next year.

Johnny's teacher discussed the Home Report with Johnny's parents during a parent conference. They saw his strengths and weaknesses. His parents were thrilled that he is working on academic content standards and with his academic performance on those standards, especially with his meeting standards in reading and his mastery of content in science. They were given the Home Report for their records.

His IEP Team will use his results in reviewing his progress for the past year and in writing his IEP for next year. His areas of weakness will need to be addressed before instruction is given next year on the Grade 6 Extended Standards. The Student Record Label will be affixed to his cumulative record folder.

The Principal, Counselor, Special Education Coordinator, and Special Education Teachers will meet and review the AAA group reports for the school. They will analyze the results noting weaknesses in each grade and across grades. In addition, they will look at the last two years of AAA data to determine trends over time. Using all of this information, they will make curricular and instructional decisions for next year.

The AAA data will be used, along with the data from the *Alabama Reading and Mathematics Test* (ARMT), in computing accountability data and determining if the school made AYP. Those results will be released to the public August 2009.

Note: An online registration was used in previous years. This online registration should be bid as a cost option. Starting with spring 2010, the SDE will provide enrollment numbers and student data for students participating in the AAA. This will negate the need for the online registration.

SCOPE OF WORK

PART I: TEST ADMINISTRATION

The contract will be for the printing; distribution and collection of materials; and scanning, scoring, and reporting of the assessment. Detailed descriptions of the task requirements will be included in Part I of the ITB.

All student identifiable demographic information and student test data provided to the vendor or retrieved from student answer documents must be treated as secure information. The vendor must provide all protections required by the *Family Educational Rights and Privacy Act* (FERPA) for data received, retrieved, and released. This will include providing a secure FTP site for the transmission of the following: receiving data from the Alabama State Department of Education (SDE), providing data to the SDE, and providing data to specific vendors at the request of the SDE.

The vendor shall develop a plan that emphasizes security and adherence to FERPA throughout the contract at every stage of the process. The plan must be approved by the SDE upon award of the contract.

A. PRODUCTS TO BE PRINTED AND DELIVERED BY THE VENDOR

The vendor will print the materials listed according to specifications provided by the SDE. Minor changes to improve design are acceptable, provided that all specifications listed below are met. All proposed changes must be approved by the SDE.

The vendor's work plan must allow for SDE approval. These will include camera-ready copy of all printing. It is the vendor's responsibility to do a final proofreading of all printed material. Any costs that are incurred for additional printing, distributing, or scoring because of an error in text/type will be paid by the vendor.

The vendor will print one scannable answer document (demographic page and pages for scoring) for use in Grades 3-8 and 11. The demographic page may be fashioned from an existing demographic page being used in the Alabama Student Assessment Program. The document should also contain a section for scoring each piece of evidence for each extended standard. The Alabama Extended Standards can be found on the SDE Web site (www.alsde.edu) under Special Education. Currently there are two to five extended standards each in reading, mathematics, and science with no student having more than a total of 10 standards. Reading and Mathematics will be assessed in Grades 3-8 and 11 and science in Grades 5, 7, and 11. The vendor will also provide to the SDE the answer document in electronically readable form.

The SDE will provide an enrollment file to be used for printing materials. The SDE will provide this data to the vendor in November. These will be the amounts of materials to be shipped to the LEAs. However the vendor should provide a system for additional orders for materials through the testing window.

In preparing the "Cost Response," vendors must state "unit" prices, not block prices.

1. Scannable Answer Document (See Appendix A on page 57)

   a. The demographic page will have the year printed in bold ink in a prominent place on page one of each answer document.

   b. The print is to be scannable ink. The ink color and paper are to be agreed upon by the SDE and vendor.

   c. The answer document must contain an area for placement of a bar-coded, scannable Pre-ID label.

   d. The content will be provided by the SDE.

   e. The design is to be reviewed and approved by the SDE.

   f. The page format will be front-back.

   g. The stock is to be 8 1/2" x 11" paper, minimum weight of 20 lbs., and must be optically scannable.

   h. The answer documents will be shrink-wrapped in packages of 10.

   i. The quantity will be approximately 4,000 (students in Grades 3-8 and 11).

   j. Answer documents will be printed with a lithocode and a human readable number on two pages.

   k. The answer documents will be kept on file by the vendor for up to one year after scoring.

   l. SDE permission is required before answer documents may be destroyed.

   m. The SDE is to have final approval before printing.

2. Header Sheets

   a. The vendor will provide one pre-printed, pre-slugged header sheet per grade (3-8 and 11) contained in the school for all schools in each LEA. A supply of generic header sheets will be provided to each LEA including each state-supported/state-operated facility.

   b. Each LEA in Alabama is assigned a three-digit system code and each school within each system is assigned a four-digit code. These codes will be printed on the header sheets.

   c. A sample of a school header sheet is found in Appendix B on page 61.

3. LEA Master Sheet

a. An LEA Master Sheet for public schools within each LEA and a form for the state-supported/state-operated facilities under the responsibility of each LEA will be produced by the vendor.

b. The form for public schools should include the name of the LEA and a list of the schools within the LEA with a column for the number of students tested in each grade in each school.

c. The form for the state-supported/state-operated facilities should contain the name of the system, a blank column for the writing in of the names of the state-supported/state-operated facilities and a column for the number of student's being tested in each grade in each facility.

d. A sample of the LEA Master Sheet is found in Appendix C page 63.

4. Pre-Identification Labels (Pre-ID Labels)

a. The vendor will provide a barcoded Pre-Identification (Pre-ID) label for each student's answer document. A sample is found in Appendix D pages 65-67.

b. The label must be a bar-coded, scannable Pre-ID label.

c. The label must contain just enough demographic information necessary to identify the student taking the AAA.

d. Font size for the name on the label shall be at least 14 point print. There must be a place on the answer document for placement of the Pre-ID label.

e. Size of the label is to be agreed upon by vendor and the SDE.

f. The vendor will provide to the SDE a camera-ready proof.

g. The vendor will provide to the SDE a label in electronically readable form. The SDE will have final approval.

5. Body of Evidence Labels

A supply of Body of Evidence labels (30 labels per student participating) will be provided to each LEA. Each label will contains a place for the SSID, and Alabama Extended Standard code. A sample is found in Appendix E page 68.

6. Body of Evidence Box Labels

A label for each Body of Evidence (BOE) box will be generated with the student's name SSID, grade, barcode#, LEA, and school to be affixed to the student's BOE box. See Appendix F page 70.

7. Shipping Labels

a. The vendor will provide labels for shipping the Body of Evidence boxes to vendor's location and for shipping all non-scorable materials.

b. Labels of one color should be provided for the BOE boxes for shipping to the scoring center and labels of a different color should be provided for shipping all non-scorable materials to be destroyed.

8. Pieces of Evidence Envelopes

a. A string-tied envelope will be used to hold the 3 Body of Evidence Cover Sheets and the 3 pieces of evidence for a content standard.

b. The vendor should provide 10 envelopes per student.

c. The envelope must close to secure the contents of the envelope.

d. A label or printed area on the outside of the envelope will contain a place for the student's SSID and the Alabama Extended Standard to be written in.

9. Body of Evidence Entry Cover Sheet

a. Thirty Body of Evidence Cover Sheets will be provided for each student participating in the AAA.

b. The print will be black ink on dull white paper.

c. The quality of paper will be 20 pounds or equivalent.

d. The SDE will have final approval.

e. A sample is found in Appendix G page 72.

10. Body of Evidence Boxes

a. The vendor will present a plan for transporting each AAA to the vendor for scoring. This plan should include the type of box the vendor intends to use for this transporting.

b. The box will contain the student's answer document and all envelopes containing the pieces of evidence for all standards.

c. An individual should be able to close the box so the answer document and body of evidence are secure.

d. The vendor should include a description of how the box will be closed securely and how the box will be opened while protecting the contents.

e. Sufficient quantities of boxes to accommodate all used answer documents and the pieces of evidence of all students will be included with the shipment of materials to the system.

f. A sample of the BOE Box is found in Appendix H on page 74.

11. Test Administrator's Manual

The vendor will revise the existing Test Administrator's Manual. The SDE anticipates the need for approximately 2,000 copies of the manual statewide. These manuals will be included in the shipment of materials to the LEAs. The manual will include a list of all materials needed for the assessment, step-by-step instructions on completing the demographic page of the answer document, and step-by-step instructions on completing the AAA. The vendor will provide to the SDE a camera-ready proof.

a. The print will be black ink on dull white paper.

b. The cover is to contain pictures or a graphic design with at least one color.

c. Contents should include a table of contents, preliminary planning, materials required by the individuals completing the answer document, preparing the answer documents, and specific directions for completion.

d. The format of pages will be front-back.

e. The administration manual will be saddle stitched down the folded center.

f. The quality of paper will be 20 pounds or equivalent.

g. The manuals will be numbered sequentially in at least 18-point Verdana-type print in the top left corner of the front page with sequential numbers being shipped to each LEA.

h. The exact quantity of administration manuals shipped to each LEA will be provided to the vendor in November.

i. The vendor will provide to the SDE the Test Administrator's manual in electronically readable form.

j. The SDE will have final approval.

k. A sample cover is provided in Appendix I on page 76.

12. AAA Teacher Affidavit- use same specs as BOE Cover Sheet (Appendix G page 72)

A sample of the Affidavit is found in Appendix J on page 78.

13. Overage

a. The vendor will provide a 25% overage of **all** materials to each LEA.

14. Artwork for *Student Assessment Handbook*

The vendor will provide electronically displays of materials to be used in the *Student Assessment Handbook*.

a. The graphics will include samples of the answer document demographic page, Student Identification Labels, shipping labels, school header sheet, LEA Master Sheet, graphic display of packing, and any other graphics or forms needed to provide instructions to LEA personnel.

b. A sample of a graphic for the handbook can be found in Appendix K page 80.

B. DISTRIBUTION PROCEDURES FOR MATERIALS

The vendor should include in the response a detailed description of the procedures to be used to distribute testing materials to each LEA. These procedures must be approved in advance by the SDE. The following activities will be completed in connection with distribution of materials:

1. SDE will provide number of students participating by LEA to the vendor.

2. SDE will provide a list of system test coordinators, system codes, system names, mailing addresses, and shipping addresses.

3. The vendor will generate packing lists of materials being shipped based on information provided by the SDE.

4. The vendor will provide a 25% overage of each item shipped to LEA.

5. The vendor will develop a plan that emphasizes quality control in the "picking and packing" operation. The plan must be approved in advance by the SDE.

6. The vendor will assume responsibility for inside delivery of all test materials to the LEAs. It will be the responsibility of the vendor to ensure that specified quantities reach the LEAs by the deadline. System Test Coordinators will have the responsibility of distributing materials to individual schools.

7. The vendor will develop a plan to deliver additional materials requested by any LEA.

8. The vendor will pay charges of all materials shipped. In addition, should the SDE or LEA personnel be required to deliver materials that were not delivered due to errors on the part of the vendor, the reimbursements of mileage, postage, freight, and/or per diem expenses will be paid by the vendor.

System Test Coordinator's Kit

The vendor will provide to each LEA a System Test Coordinator's Kit (STC). The STC Kit will contain the following:

a. System Packing List
b. LEA Master Sheet
c. Header Sheets by school
d. Pre-ID Barcode
e. Generic Labels
f. BOE Labels
g. BOE Box Labels
h. Shipping Labels

List of Deliverables

Prior to delivery to LEAs, the SDE will receive samples of the following products.

a. Test Administrator's Manual
b. Answer Document
c. Pre-ID Labels
d. BOE Labels
e. Shipping Labels
f. Body of Evidence Box Labels
g. Body of Evidence String-tied Envelopes
h. Body of Evidence Boxes
i. Body of Evidence Entry Cover Sheets
j. AAA Teacher Affidavit
k. System Test Coordinator's Kit

C. DELIVERY OF USED BODIES OF EVIDENCE AND ALL OTHER TESTING MATERIALS

The vendor will include in the response a detailed description of the procedures to be used to collect testing materials from each LEA. The SDE will approve the vendor's plan for

collecting testing materials. The collection of testing materials will be an inside pickup at each LEA's location or pickup sites or a mutually agreed upon site. The AAA will be received in the scoring center within two days after they are collected from the LEA. The vendor must ensure that all testing materials are secured at all times.

All other testing materials will be picked up when pick up of Bodies of Evidence Boxes are to be shipped to vendor for scoring. No materials will be destroyed without the approval of the SDE. The SDE must receive documentation of destruction of materials.

D. DESTRUCTION OF MATERIALS

The vendor will include in the response a plan for destroying the AAA (student answer document/body of evidence) in a secure manner. The answer documents and bodies of evidence for each student will be kept by the vendor for one year. All other testing materials will be received by the vendor for destruction. SDE permission in writing is required before answer documents and bodies of evidence may be destroyed.

E. MATERIALS FOR TRAINING SCORERS

The vendor will use anchor papers, training sets, scoring guides, and qualifying sets to train scorers. These will be provided by the SDE. The SDE will also work with the vendor to provide training prior to scoring each year.

F. RECRUITING AND HIRING SCORERS

The vendor must use a screening process in the recruitment of scorers. The screening process must include documentation of minimal level of education (bachelor's degree in English, reading, education, or some related field), an interview, and an evaluation of a writing task. As part of the screening procedure, all potential readers must sign a statement indicating that they understand the following conditions:

- They are hired to score for all subjects for a grade.
- If applicants do not successfully complete the training and qualifying requirements, they will not be hired as scorers on the Alabama project.
- If they are hired as scorers on the Alabama project, they may be dismissed if, after being trained to score, their scoring performance does not meet the requirements of the SDE.

G. TRAINING SCORERS

The vendor will conduct a training session for the scoring of each extended standard for each subject for each grade. The purpose of the training is to ensure that each person who scores the pieces of evidence has met the SDE's standards for scoring. The training process is essential for assuring that scores assigned to pieces of evidence provide valid and reliable information. The vendor is responsible for developing training procedures in

consultation with and approval by the SDE. The SDE will be involved in training of the scorers.

To be hired as a scorer, trainees are required to score a minimum of 80 percent precisely correct on two qualifying rounds.

H. PROCEDURES FOR DATA IDENTIFICATION, RECEIPT CONTROL, SCORING, AND EDITING

The vendor will develop procedures for data identification, receipt control, editing, and scoring the AAA. These procedures are to be described in detail in the vendor's response.

The vendor will develop procedures for documenting errors made by the LEAs in preparing answer documents for scoring. Error logs that identify by school and system all failures to follow the established procedures shall be maintained and delivered to the SDE as part of the final report.

The vendor will develop detailed quality control procedures that will be exercised during the editing and scoring process. The vendor will prepare test results and carry out its functions under this contract in a secure and professional manner.

All student identifiable demographic information and student test data provided to the vendor or retrieved from student answer documents must be treated as secure information. The vendor must provide all protections required by the Family Educational Rights and Privacy Act (FERPA) for data received, retrieved, and released. This will include providing a secure FTP site for the transmission of the following: receiving data from the Alabama State Department of Education (SDE), providing data to the SDE, and providing data to specific vendors at the request of the SDE.

The vendor shall develop a plan that emphasizes security and adherence to FERPA throughout the contract at every stage of the process. The plan must be approved by the SDE upon award of the contract.

I. SCANNING AND SCORING

The vendor will develop a detailed plan for scoring the AAA. The plan should include the scoring process, a description of the training of scorers, plan to ensure inter-rater reliability, recalibration of scorers, and a timeline for scoring.

All scoring of the AAA must be conducted at the same scoring center. The documents to be scanned by the vendor are the header sheets and the answer documents. The data to be scanned consists of the demographic information and the scoring for content standards sections. The vendor must bid "unit price" for scoring each AAA. The contract will indicate that the SDE will be billed for the actual number of AAAs scored.

The scorers should have experience scoring portfolio-type assessments. The vendor should bid for each student's AAA to be scored by one scorer with 10% of the AAAs being read by a second scorer.

The scoring process must include, but not be limited to, the following:

1. The vendor will use training materials and scoring guides provided by the SDE. Anchor papers/guidance papers will be used. The vendor will provide the following equipment: CD/DVD player and tape player.

2. Scorer's must have a minimum of a bachelor's degree and will be trained in the grade for which they will be scoring. Scorers must qualify during training and will be monitored daily during the scoring process to ensure that their scoring remains consistent.

3. SDE representatives will be on location during the training of team leaders and readers and at the beginning of the scoring process to participate in training and to validate scoring procedures.

J. DATA ANALYSIS AND REPORTING

The vendor will analyze the data, print the reports, and prepare CDs for the SDE. The SDE reserves the right to modify reports upon annual review at no additional cost.

1. Before the vendor begins scoring and scanning, the vendor must conduct a dummy run of answer documents to cover all possible problems to be worked out before scanning begins. The vendor will create a mock set of answer documents gridded to cover all response ranges, ID ranges, blanks, double grids, and whatever other responses are called for in each grade. The vendor will process the mock answer documents throughout the scanning program and the pre-and post-edit programs. The vendor must thoroughly hand-check the data created against each answer document to ensure that the machine is scanning correctly, the pre-edit program is checking the appropriate fields, the post-edit program is checking the appropriate fields and that the post-edit program is accepting corrections properly.

2. The vendor must also provide quality assurance that the data created against each answer document and body of evidence is accurate, the scanners are scanning accurately, the pre-edit program is checking the appropriate fields and that all edits have been made.

3. Before the vendor begins production of reports, the SDE must verify the accuracy and quality of the scanning and report generation.

4. The SDE and vendor will agree upon an LEA to be used as a pilot system. The vendor will have available all AAA (answer documents and bodies of evidence) for the pilot LEA and all generated individual and group reports for SDE staff to review and approve. SDE staff will be on site at the scoring center/vendor's location for the pilot

review. Once the pilot system has been approved by the SDE, the vendor will produce final files and reports.

5. The vendor will provide student labels for cumulative folders. These labels will display the student name; SSID; age; assessment taken; year; school system; school name; Points Possible; Points Earned; and Achievement Level for Total Reading, Total Mathematics, and Total Science. See page 23 for contents of technical report.

6. The vendor will analyze the data after each administration. A technical report on each year's administration will be presented to the SDE. At the state level, the vendor will produce separated analysis by grade, gender, ethnic group, special education categories, and LEP.

7. All individual and group reports are to be in the LEAs within three calendar weeks from the day the SDE approves the pilot system. State packages should be delivered to the SDE on the same day. A sample of each report is found in Appendix L on page 82.

K. PACKING REPORTS

The vendor should package AAA reports as follows:

A. State-Level Report Package
   a. Chief State School Officer's Report by grade (two electronic copies)
   b. Group report for State by grade (two electronic copies per grade)
   c. Group report for each LEA by grade (one copy per LEA)
   d. Group report for each school by grade (one copy per school packaged by LEA)
   e. CD containing individual student data (two copies)

B. LEA-Level Report Package
   a. Group report for LEA by grade (one copy per grade)
   b. Group report for each school by grade (one copy per grade)
   c. Master list of test results by school (one copy per school)
   d. CD containing individual student data (Excel Format)

C. School-Level Report Package
   a. Group report for school by grade (one copy per grade)
   b. Master list of test results for school (one copy per school)
   c. Individual student reports (one copy per student)
   d. Home report (one copy per student)
   e. Student record label (one copy per student)

L. DATA NEEDED FOR ACCOUNTABILITY, DISAGGREGATION, AND DATA WAREHOUSE

Data Recognition Corporation (DRC) currently has the Alabama contract to disaggregate data, compute AYP, and import the data into a data warehouse. Once scanning has been

completed, the vendor will transmit demographic data only with unique identifiers to DRC by **April 30, 2010.** The demographic data with unique identifiers and achievement levels will be delivered to DRC by **May 11, 2010.** One copy of the final data file containing student demographic data (same layout) with achievement levels in reading, mathematics, and science including results by content standards should arrive at DRC no later than **June 25, 2010.** A secure ftp site must be provided by the vendor to post and download data for the vendor, DRC, and the SDE.

M. FLAGGING "ALERTS"

The vendor will present a detailed plan to the SDE for flagging "alert" papers. This plan will include a process for collecting student demographic data, **notifying the SDE within 48 hours of the day an "alert" paper has been identified,** and sending via next-day delivery papers flagged each day. "Alert" papers are those that readers identify as containing information that suggests abuse or any other ominous activity as well as papers that have student responses that are so similar that coincidence is questionable.

N. COLLECTING SAMPLE STUDENT RESPONSES

During scoring, the vendor will make copies of good examples of papers from the current administration to provide to the SDE for use in workshops.

O. SCORING

The vendor shall be responsible for developing all software to score and create reports. All programs developed under the contract will become the property of the SDE at the end of the project.

P. DATA ANALYSIS AND REPORTING

The vendor will analyze the data; print, package, and deliver reports; and prepare data CDs. In addition to score reports, data will be analyzed by racial or ethnic group, gender, English-proficiency status, and students with disabilities. A disaggregation report will also be required by the SDE so that student performance in subgroups can be determined. The SDE will notify the vendor of the subgroups to be disaggregated for the report.

Before the vendor begins production of reports, the SDE must verify the accuracy and quality of scanning and report generation. The vendor will use mock data and complete a run so the vendor can verify the computer program.

The SDE and vendor will agree upon an LEA to be used a pilot system. The vendor will have available all AAA answer documents, body of evidence boxes, and all generated individual and group reports for the pilot system for SDE staff to review and approve. SDE staff will be on site at the scoring center/vendor's location for the pilot review. Once the pilot system has been approved by the SDE, the vendor will produce final files and reports. State data will be reviewed and approved once the pilot system has been approved.

Samples of the individual, school, system, state, and chief state school officer's reports are provided in Appendix L. The vendor may propose minor changes in format that he/she believes would make the reports more useful. Such changes must be approved by the SDE in writing. The SDE requires production of reports on 8 1/2" x 11" paper. Reports must be provided on paper of good quality.

Q. TECHNICAL REPORT

The vendor will produce a technical report for each administration. Reliability evidence such as inter-rater reliability is needed. The vendor will analyze the spring 2010 data to provide all data needed for validity and reliability.

a. N-count for the Alabama Alternate Assessment 2010
b. Configuration of the operational Alabama Alternate Assessment 2010
c. Descriptive Statistics for Reading, Math and Science by Grade, Gender, and Ethnicity
d. Descriptive Statistics for Reading, Math, and Science by primary Disability
e. Descriptive Statistics for Reading, Math and Science Accommodations and Title 1
f. Participation rates for Reading, Math and Science by Special Codes
g. Type of Evidence by Standard for Reading, Math and Science
h. Mastery Score by Standard for Reading, Math and Science
i. Assistance and Complexity by Standard for Reading, Math and Science
j. Descriptive Statistics for Reading, Math and Science by Standard and Most Frequent Type of Evidence
k. Descriptive Statistics for Reading, Math and Science
l. Raw Score Frequency Distribution for Reading, Math and Science
m. Impact Data for Reading, Math and Science by Subgroup and Performance Level
n. Inter-Rater Reliability for Reading, Math and Science
o. Classification Consistency for Reading, Math, and Science
p. Percent of participating students in Reading, Math and Science by coded disability
q. Distribution of mastery scorers for Reading, Math and Science
r. Distribution of assistance for Reading, Math and Science
s. Distribution of level of complexity for Reading, Math and Science
t. Percent of students by performance level and Proficiency (Levels III and IV) for Reading, Math and Science

R. PACKING AND DELIVERING REPORTS

The vendor will assume all costs for packing reports by system and for inside delivery of reports to the LEAs. All reports for each year's administration will be due in the systems as specified in the timeline.

The vendor shall develop a plan that emphasizes quality control in the "log-out" process of reports. The plan must be approved in advance by the SDE. The following reports will be produced and sent as follows:

The reports that are to be sent to each LEA are listed below:

A. State-Level Report Package
    a. Chief State School Officer's Report by grade (two electronic copies)
    b. Group report for State by grade (two electronic copies per grade)
    c. Group report for each LEA by grade (one copy per LEA)
    d. Group report for each school by grade (one copy per school packaged by LEA)
    e. CD containing individual student data (two copies)

B. LEA-Level Report Package
    a. Group report for LEA by grade (one copy per grade)
    b. Group report for each school by grade (one copy per grade)
    c. Master list of test results by school (one copy per school)
    d. CD containing individual student data (one copy per LEA)

C. School-Level Report Package
    a. Group report for school by grade (one copy per grade)
    b. Master list of test results for school (one copy per school)
    c. Individual student reports (one copy per student)
    d. Home report (one copy per student)
    e. Student record label (one copy per student)
    f. CD containing student data (Excel Format)

The reports for the AAA to be sent to the SDE should be packed as follows:

LEA A
    LEA A Reports Grades 3-8 and 11

School A
    School Reports Grades 3-8 and 11

School B
    School Reports Grades 3-8 and 11

LEA B…

The Reports for the AAA to be sent to the LEA superintendents are packed as follows:

LEA A
    LEA Reports Grades 3-8 and 11
    Master list for each school

School A

School Reports Grades 3-8 and 11
Master List Grades 3-8 and 11
Student Reports Grades 3-8 and 11
Home Report Grades 3-8 and 11
Labels Grades 3-8 and 11

School B

School Reports Grades 3-8 and 11
Master List Grades 3-8 and 11
Student Reports Grades 3-8 and 11
Home Reports Grades 3-8 and 11
Labels Grades 3-8 and 11

School C…

***Reports are to be packed in the order above.**

1. The vendor will exercise care in matching the system code number on the shipping label to the system code number appearing on all reports.

2. A cover letter addressed to the superintendent of each LEA and approved by the SDE must accompany each set of reports that is shipped, including those to the SDE.

3. The SDE and the vendor must verify printing of all laser-printed reports before they are shipped to the LEAs.

4. The vendor will package all SDE reports by LEA with LEA reports first, then school-level reports by school within the LEA.

5. The vendor will assume all costs for packing reports by system and for inside delivery of all reports to each LEA's Superintendent and the SDE.

6. The vendor will not release any information concerning any reports to anyone except authorized SDE personnel.

7. In packaging the reports for the SDE, the vendor will place a piece of cardboard or dark colored paper between each system's set of reports. The vendor will write the name of the system on the cardboard or colored paper.

Reports that are to be sent to the SDE will be boxed separately and clearly labeled as follows:

Alabama State Department of Education
Assessment and Accountability
Gordon Persons Building Room 3306
50 North Ripley Street
Montgomery, Alabama 36104-2101

S. DESTRUCTION OF TEST MATERIALS

The vendor will destroy used test/answer documents in a secure manner. The SDE must receive documentation of this destruction. The time of destruction must be approved by the SDE in writing.

T. MEETINGS BETWEEN THE VENDOR AND THE SDE

The successful operation of this assessment in the state testing program will require a number of meetings between the vendor and the SDE staff. All costs (travel, lodging, meals etc.) associated with the meetings are the responsibility of the vendor. Meetings will be necessary in conjunction with the following activities:

- Planning/Closeout meeting (2 days, 3 people)
- Monitor training of scorers and monitor scoring (one trip, 3 people)
    a. Monitor training (4 days). If training is completed in less than 4 days the remaining days will be added to the monitoring of scoring
    b. Monitor scoring (3 days)
- Pilot System Review (2 days, 2 people)

Other meetings between the vendor and the SDE staff may be needed and should be a cost option. If the SDE deems these meetings necessary, the meetings will be at the expense of the vendor. These meetings will be in conjunction with the following activities:

- Packing and Shipping of Materials to LEAs (2 days, 1 person)
- Log-out of Final Reports to LEAs (2 days, 1 person)

U. CONTACT AND COMMUNICATION BETWEEN THE VENDOR AND THE SDE

One staff member from Assessment and Accountability will be assigned to manage the contract resulting from this ITB under the overall supervision of the Director of Assessment and Accountability and the Coordinator of Student Assessment. The successful operation of the project will require periodic meetings between the vendor and SDE staff. The first meeting will take place at the vendor's offices. Vendors should plan on conducting any meetings with staff that are necessary for the successful completion of all work tasks. All costs (travel, lodging, etc.) associated with the meetings are the responsibility of the vendor. During periods of heavy activity the vendor will submit written progress reports weekly indicating accomplishments during that week. Any agreements reached by telephone must be confirmed in writing in the reports.

The vendor will also prepare a written final report that identifies any problems and suggests changes for future years. Topics to be covered include but are not limited to the following:

1. A detailed review of planned procedures.

2. A detailed review of actual procedures employed, a comparison with planned procedures, notation of discrepancies, and an explanation of the cause of these discrepancies.

3. A detailed review of the problems encountered in the execution of the testing program and suggestions for elimination of problems in subsequent years.
4. A training packet with a copy of the procedures used to train readers for scoring.
5. Samples of student responses.
6. Other suggestions for the improvement of procedures, plans, and activities of the testing program in future years.
7. A technical report.

The SDE wishes to state emphatically the need for maintaining a steady flow of communication between the SDE and the vendor.

V. SCHEDULE OF ACTIVITIES

The approximate timeline for the contract is shown on the following pages. The vendor is expected to provide a detailed working schedule showing the work time for each major activity. The activities marked with double asterisks are critical to the SDE and must be completed no later than the time scheduled. Liquidated damages discussed on page 55 will apply to these items if the vendor does not meet the schedule.

PART II: TIMELINE

The approximate time frame for major activities in the first year of the contract of the project is shown below. The timeline for FY 2010 has been given. The corresponding dates for the dates listed below should be used for FY 2011, FY 2012, FY2013, and FY2014. The vendor is expected to provide in the response a detailed working schedule for each major activity. Activities noted with two asterisks are critical to the project and must be completed no later than the date listed. Liquidated damages, discussed on page 55 will apply to these items if the vendor does not meet the schedule.

Below are the events necessary for the administration:

Activities	Dates*
1. Written Questions Regarding ITB from Vendors	August. 7, 2009 (4:00 p.m. CDST)
2. Answers to Written Questions from SDE to Vendors	Aug. 21, 2009
3. Written Responses and Cost Proposal to State Purchasing	September 17, 2009 (5:00 p.m. CDST)
4. Opening of All Proposals	September 18, 2009 (10:00 a.m. CDST)
5. Planning Meeting	To be negotiated Fall 2009
6. Content of Answer Documents to Vendor	To be negotiated Fall 2009
7. Mock-up of Answer Documents to SDE	To be negotiated Fall 2009
8. SDE Approval of Mock-up of Answer Documents and all testing materials	To be negotiated Fall 2009
9. Enrollment, names and addresses of systems, schools, and system Test Coordinators to Vendor	To be negotiated Fall 2009
10. Proofs of Answer Documents and testing materials to SDE	To be negotiated Fall 2009
11. Artwork for Student Assessment Handbook to SDE	December 2010
12. SDE Approval of Proofs of Test/Answer Documents	To be negotiated Fall 2009
13. SDE Provides Student Data for Pre-ID Labels	January 2010
14. System Test Coordinator Workshop (SDE Responsibility)	January 25-26, 2010

15.	All Test Materials Received in LEAs	February 16, 2010 **
16.	Alabama Alternate Assessment Administration	March 1- 19, 2010**
17.	Bodies of Evidence Boxes Shipped to Vendor for Scoring	March 22- March 26, 2010
18.	SDE Personnel On-site for Team Leader Training and Scoring	March 29- April 7, 2010
19.	Demographic Data to DRC	April 30 2010**
20.	Pilot System Review	April/May 2010
21.	Demographic Data with Achievement Levels to DRC	May 11, 2010**
22.	All Reports Due in LEA and SDE including data CD	June 25, 2010**
23.	Final Student Data Including Results by Content Standard to DRC or SDE	June 25, 2010**
24.	Technical Report to SDE	July 2010**
25.	Close-out Meeting/Planning Meeting	August 2010

*Exact dates for some activities have been specified in the timeline. A month or months have been listed for all other activities. Specific dates for these activities will be agreed upon during the planning meeting.

**These activities are critical to the SDE and must be completed no later than the time scheduled. Liquidated damages apply.

All other testing materials will be picked up when pick up of Bodies of Evidence Boxes are to be shipped to vendor for scoring. No materials will be destroyed without the approval of the SDE. The SDE must receive documentation of destruction of materials.

PART III: RESPONSE TO THIS ITB

The response should have four clearly labeled sections:

Section A. Technical Response
Section B. Management Response
Section C. Mandatory Requirements
Section D. Cost Response

A. TECHNICAL RESPONSE

This section of the vendor's response plus the ITB specifications will become, if the vendor is awarded the contract, the Statement of Work for which the vendor will be contractually responsible. The vendor's technical response shall describe in narrative form the technical plan for accomplishing the work involved. The response must indicate an understanding of the tasks to be performed, the overall scope of the work, and the problems likely to be encountered in performing the tasks. Methods and procedures to be used in accomplishing each task must be defined in detail. Any special attributes or capabilities of a response should be identified. Any additional information that is believed to be relevant to evaluation of the response should be included. The technical response should provide responses to the following task statements, but is not limited to those listed.

1. Describe how the assessment materials (answer documents, Body of Evidence Cover Sheets, Body of Evidence Boxes, Test Administrator's Manual, and contents of the STC Kit) will be prepared, printed, packaged, and distributed to LEA System Test Coordinators.

2. Describe how the scorable materials and all other testing materials will be collected from Alabama LEAs for scoring.

3. Describe the procedures and materials to be used to select, train, and supervise the team leaders and scorers who will score the AAA.

4. Describe the procedures to assign BOE boxes to be scored, how they will be scored, how scores are scanned, and reports are prepared for the AAA.

5. Describe the procedures used to establish and maintain inter- and intra-rater reliability of scorers.

6. Describe how security and quality control of all aspects of the assessment will be emphasized.

7. Describe any specific information, hardware, software, back-up procedures, personnel, and other resources or materials needed to successfully meet the terms of this ITB.

8. Describe procedures for assistance in any correction of errors at any stage of the project.

9. Describe how assessment reports will be printed, packaged, and shipped to LEA superintendents.

B. MANAGEMENT RESPONSE

The vendor's management response must indicate procedures to be used in order to ensure the timely delivery of products and services. It will also identify methods by which deviations from schedules and specifications will be detected and corrected. In addition, the management response must include a description of the organization communication within the organization, proposed control procedures, and the vendor's experience in completing tasks similar to those required by this ITB. In addition, the management response must include a PERT display of events, tasks, and the number of person-days allocated to each task.

1. Corporate Qualifications. Of utmost importance is the capability of the organization to perform the work requested in the ITB. Prior experience in large-scale assessment programs is required. Consideration will be given to whether the organization has sufficient resources to work within the time constraints while maintaining desired performance levels. In addition, consideration will be given to the competence of professional personnel assigned to the job by the vendor. Qualifications of professional personnel will be judged on the basis of experience and education with particular attention to prior experience with alternate assessments.

   As a minimum, the organization must have been the vendor for at least three large-scale assessments within the last five years including one portfolio alternate assessment program involving at least 4,000 students in multiple grades and multiple subjects. For those programs, the vendor must have provided printing, distribution, receipt, scoring, and computer-printed reports for each student and for school, system, and state. The vendor shall have experience in scoring a portfolio or open-ended items.

2. Organization. The vendor's management response shall contain a chart that indicates the proposed organization of program staff and the position of program staff in relation to the regular corporate organization. All key role positions shall be indicated. Occupants of managerial and professional role positions shall be listed by name. The vendor must indicate the amount of time (in full-time equivalent person days) each named professional and managerial employee will devote to the completion of each task.

3. Control Procedures. The management response shall indicate the procedures through which progress in the execution of the program of work will be monitored and deviations in prescribed levels of quality or in meeting schedules will be detected. It is important to assure that the SDE will be notified of any deviations from planned schedules or problems with attaining prescribed levels of quality. In addition, assurance must be given that necessary corrections will be made on a timely basis.

4. Schedule. The management response shall include detailed schedules for the completion of each task specified in the Timelines presented on pages 28-29. Gantt charts and/or PERT charts shall be included in the response to illustrate the

interrelationship between the tasks and the proposed calendar periods during which tasks must be accomplished. The completion of the following tasks are particularly critical:

a. The printing and distribution of materials needed for the assessment must be completed within the specified time.

b. The delivery of the demographic data with unique identifier must be provided to DRC by April 30, 2010.

c. The delivery of demographic data with unique identifier and achievement levels must be provided to DRC by May 11, 2010.

d. All reports are due in the LEAs by June 25, 2010.

e. The delivery of reports and final data CD must be to the SDE by June 25, 2010.

f. The delivery of the final data CD to DRC must be provided by June 25, 2010.

g. The technical report is due to the SDE by July 2010.

5. Personnel. The vendor's management response shall indicate by name the management personnel and professional personnel to be responsible for the completion of each task described in the SCOPE OF WORK. The vendor must indicate the amount of time (in full-time equivalent person days) that each professional and managerial employee will devote to the completion of each task. All personnel must be approved by the SDE

6. Staff Qualifications. The vendor's management response shall contain a resume' for each professional and managerial employee who will be used in completing the tasks specified in this ITB. Resumes shall indicate relevant educational background and professional or managerial experience as well as permanent positions in the vendor's corporate structure.

7. Project Manager. The vendor must name **one** person who is to be committed to the project from the awarding of the contract to the close-out meeting of the project. The response should specify the proportion of the project manager's time allotted to the *Alabama Alternate Assessment*. This person must be a member of the regular organizational staff with experience in coordinating within the company such activities as editing, printing, distributing, scoring of writing samples, and preparing technical reports. The SDE expects the project manager to have sufficient authority within the company to obtain cooperation from all sections and to arrange priority for the Alabama project should it become necessary. The project manager must also have sufficient authority over subcontractors in order to accomplish necessary tasks. The project manager must be approved by the SDE.

8. Vendor's Experience. The vendor's management response shall indicate the experience of the organization in completing programs of work and specific tasks similar to those

required by the specifications in this ITB. In addition, the vendor shall list state educational agencies for which work similar to that required by this ITB has been completed. Since the SDE may contact former clients to ascertain the quality and integrity of the vendor's prior performance, references should be as complete as possible. The vendor should list the names of responsible individuals and/or clients, their addresses, and their telephone numbers.

9. Subcontractor(s). If the vendor desires to employ a subcontractor for the completion of one or more tasks involved in the project, the response must show the qualifications of the staff used by the subcontractor(s). Corporate qualifications shall be documented at the same level of detail as those of the vendor. Any subcontractor(s) must be approved by the SDE.

10. Psychometrician. The vendor must name a psychometrician who is to be committed to the project from the awarding of the contract to the final close-out meeting of the project. The psychometrician will be involved in analyzing all data and reporting all data to the SDE. The psychometrician will write the technical report for each year plus the technical procedure. The psychometrician must be a member of the vendor's full time organizational staff (not a subcontractor).

C. MANDATORY REQUIREMENTS

Responses must be submitted with an Invitation to Bid properly notarized and signed by an authorized company official to bind the vendor to the provisions of the ITB. One original signature is required. The vendor's response must contain statements indicating their agreement with the following:

1. The vendor agrees to deliver all required items of this ITB in accordance with the dates indicated in the Timeline.

2. The vendor agrees to provide for liquidated damages as specified in the ITB.

3. The vendor certifies that in connection with this ITB:

    a. The prices in the ITB have been arrived at independently, without consultation, communication, or agreement with any other vendor or competitor in an effort to restrict competition.

    b. Unless otherwise required by law, the prices which have been quoted in this ITB have not knowingly been disclosed by the vendor prior to the opening, directly or indirectly, to any competitor.

    c. No attempt has been made or will be made by the vendor to induce any other person or firm to submit or not to submit an ITB for the purpose of restricting competition.

4. The person signing the ITB certifies the following:

   a. He/she is the person in the vendor's organization legally responsible for the decision as to the prices being offered in the ITB and that he/she has not participated, and will not participate, in any contrary action to 3a, 3b, or 3c above; or

   b. He/she is not the person in the vendor's organization responsible within that organization for the decision as to the prices being offered in the ITB, but that he/she has been authorized in writing to act as agent for the persons legally responsible for such decisions in certifying that such persons have not participated, and will not participate in any action contrary to 3a, 3b, 3c above.

Responses must be submitted with the Disclosure Statement(Appendix M) of Relationships Between Contractors/Grantees and Public Officials/Employees Pursuant to Executive Order #55 Form with sections 3-6 completed and signed by a company official (one original signature required) with the authorization to bind the vendor to its contents. The Disclosure Statement may be found on the following Website: http://www.ago.state.al.us/publications.cfm.

Responses must also be submitted with the Immigration Status (Appendix M) completed, signed by a company official (one original signature required), and notarized.

D. IMMIGRATION FORM and DISCLOSURE STATEMENT

Responses must be submitted with the Immigration Form and Disclosure Statement of Relationships between Contractors/Grantees and Public Officials/Employees Pursuant to Executive order #55 Form with sections 3-6 completed. The two forms must be signed by a company official (one original signature required) with the authorization to bind the vendor to its contents. See Appendix M on page 89.

PART IV: COST RESPONSE

The vendor must submit the cost response on pages 36-52.

Cost information is required to support the reasonableness of the bid, to demonstrate that the vendor will provide all services requested in the ITB, and to determine appropriate amounts of contract payments**. The cost response must be provided on the exact forms included in this ITB**. Quantities are provided by the SDE in order for the vendors to approximate total costs. The vendors should understand, though, that they are bidding a "unit price" and that payment will be made based on exact quantities. In case of error in extension of prices, the unit price will govern. In case of a discrepancy in the price stated in words and the price stated in figures, the price in words will govern.

If the vendor wishes to propose an exception that will result in a cost savings, the vendor should base the bid on the stated specifications and reflect this cost as the Total Base Bid; then the vendor may include the proposed cost savings as an option.

A. REQUEST FOR PROPOSAL FORM

Proposals must be submitted with the Request for Proposal Form signed by a company official with authorization to bind the vendor to its provisions with one original signature required and attested, if appropriate. The vendor must send two copies of the proposal along with the original.

B. LEGAL ISSUES

The vendor must provide information regarding legal issues. The SDE must be informed by the vendor in their response of any previous or current litigation involving printing, distributing, collecting, validity, and reliability, scoring, or reporting.

The vendor must be in a position and willing to defend the administration, scoring, and reporting of the AAA.

PART IV: COST RESPONSE

(Section I)
Initial Year of Contract
FY 2010

I. Printing, Distribution, Collection and Destruction	Estimated Quantity	Unit* Cost	Extension**	Section I Total
Answer Documents	5,000	_____	_____	
Student Box Labels	5,000	_____	_____	
BOE Labels	150,000	_____	_____	
BOE Entry Cover Sheets	150,000	_____	_____	
AAA Affidavit of Student Performance	5,000	_____	_____	
String-tied Envelopes	50,000	_____	_____	
BOE Boxes	5,000	_____	_____	
Test Administrator's Manuals	2,000	_____	_____	
School Headers	2,800	_____	_____	
System Headers	264	_____	_____	
LEA/School Return Label	5,000	_____	_____	

***Unit Cost= Per Item Cost**
****Extension= Estimated Quantity x Unit Cost**

	Cost
Distribution of Materials to LEAs	_____
Collection of Test Answer Document from LEAs	_____
Collection of All Other Materials from LEAs	_____
Destruction of Materials	_____

II. Pre-ID Labels	Cost	Section II Total
	_____	_____

III. Scoring of Student Responses

	Estimated Quantity	Per Student*	Extension**	Section III Total
Answer Documents/Bodies of Evidence:				
Grade 3 (9 total standards in R and M)	360	_____	_____	
Grade 4 (9 total standards in R and M)	464	_____	_____	
Grade 5 (10 total standards in R, M, and S)	490	_____	_____	
Grade 6 (7 total standards in R and M)	507	_____	_____	
Grade 7 (10 total standards in R, M, and S)	533	_____	_____	
Grade 8 (7 total standards in R and M)	523	_____	_____	
Grade 11(9 total standards in R, M, and S)	557	_____	_____	

*** Per Student Cost**
****Extension= Estimated Quantity x Per Student Cost**

IV. Production of Reports

Type of Report	Estimated Individual Reports	Copies of Each	Unit Price*	Extension**	Section IV Total
Student Labels	4,000	1	_____	_____	
Home Reports	4,000	1	_____	_____	
Student Reports	4,000	1	_____	_____	
Master Lists	1,350	2	_____	_____	
School Group Report	1,350	3	_____	_____	
System Group Report	132	2	_____	_____	
CSSO State Report on CD	3	2	_____	_____	
State Reports on CD	3	1	_____	_____	
Technical Report	1	3	_____	_____	

***Unit Cost= Per Item Cost**
****Extension = Estimated Quantity x Unit Price**

		Cost	Section IV Total
Student Data CD to State	3	_____	
Student Data to DRC		_____	
Distribution of Reports		_____	
			_____

V. Travel	Person Number	Price Per* Person	Extension**	Section Total
Planning Meeting/Closeout Meeting	3	_____	_____	
Training of Team Leaders, Scorers, and Scoring	3	_____	_____	
Pilot System Review	2	_____	_____	
				_____

*** Price Per Person= Per Item Cost**
**** Extension= Number x Price Per Person**

VI. Program Management	Cost	Section VI Total
Program Management	_____	_____

Total Year 1 FY 2010 _____

PART IV: COST RESPONSE

(Section I)
Second Year of Contract
FY 2011

I. Printing, Distribution, Collection and Destruction	Estimated Quantity	Unit* Cost	Extension**	Section I Total
Answer Documents	5,000	_____	_____	
Student Box Labels	5,000	_____	_____	
BOE Labels	150,000	_____	_____	
BOE Entry Cover Sheets	150,000	_____	_____	
AAA Affidavit of Student Performance	5,000	_____	_____	
String-tied Envelopes	50,000	_____	_____	
BOE Boxes	5,000	_____	_____	
Test Administrator's Manuals	2,000	_____	_____	
School Headers	2,800	_____	_____	
System Headers	264	_____	_____	
LEA/School Return Label	5,000	_____	_____	

***Unit Cost= Per Item Cost**
****Extension= Estimated Quantity x Unit Cost**

	Cost
Distribution of Materials to LEAs	_____
Collection of Test Answer Document from LEAs	_____
Collection of All Other Materials from LEAs	_____
Destruction of Materials	_____

II. Pre-ID Labels	Cost	Section II Total
	_____	_____

III. Scoring of Student Responses

	Estimated Quantity	Per Student*	Extension**	Section III Total
Answer Documents/Bodies of Evidence:				
Grade 3 (9 total standards in R and M)	360	_____	_____	
Grade 4 (9 total standards in R and M)	464	_____	_____	
Grade 5 (10 total standards in R, M, and S)	490	_____	_____	
Grade 6 (7 total standards in R and M)	507	_____	_____	
Grade 7 (10 total standards in R, M, and S)	533	_____	_____	
Grade 8 (7 total standards in R and M)	523	_____	_____	
Grade 11(9 total standards in R, M, and S)	557	_____	_____	

*** Per Student Cost**
****Extension= Estimated Quantity x Per Student Cost**

IV. Production of Reports

Type of Report	Estimated Individual Reports	Copies of Each	Unit Price*	Extension**	Section IV Total
Student Labels	4,000	1	_____	_____	
Home Reports	4,000	1	_____	_____	
Student Reports	4,000	1	_____	_____	
Master Lists	1,350	2	_____	_____	
School Group Report	1,350	3	_____	_____	
System Group Report	132	2	_____	_____	
CSSO State Report on CD	3	2	_____	_____	
State Reports on CD	3	1	_____	_____	
Technical Report	1	3	_____	_____	

***Unit Cost= Per Item Cost**
****Extension = Estimated Quantity x Unit Price**

		Cost	Section IV Total
Student Data CD to State	3	_____	
Student Data to DRC		_____	
Distribution of Reports		_____	
			_____

V. Travel	Person Number	Price Per* Person	Extension**	Section Total
Planning Meeting/Closeout Meeting	3	_____	_____	
Training of Team Leaders, Scorers, and Scoring	3	_____	_____	
Pilot System Review	2	_____	_____	
				_____

*** Price Per Person= Per Item Cost**
**** Extension= Number x Price Per Person**

VI. Program Management	Cost	Section VI Total
Program Management	_____	_____

Total Year 2 FY 2011 _____

PART IV: COST RESPONSE

(Section I)
Third Year of Contract
FY 2012

I. Printing, Distribution, Collection and Destruction	Estimated Quantity	Unit* Cost	Extension**	Section I Total
Answer Documents	5,000	_____	_____	
Student Box Labels	5,000	_____	_____	
BOE Labels	150,000	_____	_____	
BOE Entry Cover Sheets	150,000	_____	_____	
AAA Affidavit of Student Performance	5,000	_____	_____	
String-tied Envelopes	50,000	_____	_____	
BOE Boxes	5,000	_____	_____	
Test Administrator's Manuals	2,000	_____	_____	
School Headers	2,800	_____	_____	
System Headers	264	_____	_____	
LEA/School Return Label	5,000	_____	_____	

***Unit Cost= Per Item Cost**
****Extension= Estimated Quantity x Unit Cost**

	Cost
Distribution of Materials to LEAs	_____
Collection of Test Answer Document from LEAs	_____
Collection of All Other Materials from LEAs	_____
Destruction of Materials	_____

II. Pre-ID Labels	Cost	Section II Total
	_____	_____

III. Scoring of Student Responses

	Estimated Quantity	Per Student*	Extension**	Section III Total
Answer Documents/Bodies of Evidence:				
Grade 3 (9 total standards in R and M)	360	_____	_____	
Grade 4 (9 total standards in R and M)	464	_____	_____	
Grade 5 (10 total standards in R, M, and S)	490	_____	_____	
Grade 6 (7 total standards in R and M)	507	_____	_____	
Grade 7 (10 total standards in R, M, and S)	533	_____	_____	
Grade 8 (7 total standards in R and M)	523	_____	_____	
Grade 11(9 total standards in R, M, and S)	557	_____	_____	

*** Per Student Cost**
****Extension= Estimated Quantity x Per Student Cost**

IV. Production of Reports

Type of Report	Estimated Individual Reports	Copies of Each	Unit Price*	Extension**	Section IV Total
Student Labels	4,000	1	_____	_____	
Home Reports	4,000	1	_____	_____	
Student Reports	4,000	1	_____	_____	
Master Lists	1,350	2	_____	_____	
School Group Report	1,350	3	_____	_____	
System Group Report	132	2	_____	_____	
CSSO State Report on CD	3	2	_____	_____	
State Reports on CD	3	1	_____	_____	
Technical Report	1	3	_____	_____	

***Unit Cost= Per Item Cost**
****Extension = Estimated Quantity x Unit Price**

		Cost	Section IV Total
Student Data CD to State	3	_____	
Student Data to DRC		_____	
Distribution of Reports		_____	
			_____

V. Travel	Person Number	Price Per* Person	Extension**	Section Total
Planning Meeting/Closeout Meeting	3	_____	_____	
Training of Team Leaders, Scorers, and Scoring	3	_____	_____	
Pilot System Review	2	_____	_____	
				_____

*** Price Per Person= Per Item Cost**
**** Extension= Number x Price Per Person**

VI. Program Management	Cost	Section VI Total
Program Management	_____	_____

Total Year 3 FY 2012 _____

PART IV: COST RESPONSE

(Section I)
Fourth Year of Contract
FY 2013

I. Printing, Distribution, Collection and Destruction	Estimated Quantity	Unit* Cost	Extension**	Section I Total
Answer Documents	5,000	_____	_____	
Student Box Labels	5,000	_____	_____	
BOE Labels	150,000	_____	_____	
BOE Entry Cover Sheets	150,000	_____	_____	
AAA Affidavit of Student Performance	5,000	_____	_____	
String-tied Envelopes	50,000	_____	_____	
BOE Boxes	5,000	_____	_____	
Test Administrator's Manuals	2,000	_____	_____	
School Headers	2,800	_____	_____	
System Headers	264	_____	_____	
LEA/School Return Label	5,000	_____	_____	

***Unit Cost= Per Item Cost**
****Extension= Estimated Quantity x Unit Cost**

	Cost
Distribution of Materials to LEAs	_____
Collection of Test Answer Document from LEAs	_____
Collection of All Other Materials from LEAs	_____
Destruction of Materials	_____

II. Pre-ID Labels	Cost	Section II Total
	_____	_____

III. Scoring of Student Responses

	Estimated Quantity	Per Student*	Extension**	Section III Total
Answer Documents/Bodies of Evidence:				
Grade 3 (9 total standards in R and M)	360	_____	_____	
Grade 4 (9 total standards in R and M)	464	_____	_____	
Grade 5 (10 total standards in R, M, and S)	490	_____	_____	
Grade 6 (7 total standards in R and M)	507	_____	_____	
Grade 7 (10 total standards in R, M, and S)	533	_____	_____	
Grade 8 (7 total standards in R and M)	523	_____	_____	
Grade 11(9 total standards in R, M, and S)	557	_____	_____	

*** Per Student Cost**
****Extension= Estimated Quantity x Per Student Cost**

IV. Production of Reports

Type of Report	Estimated Individual Reports	Copies of Each	Unit Price*	Extension**	Section IV Total
Student Labels	4,000	1	_____	_____	
Home Reports	4,000	1	_____	_____	
Student Reports	4,000	1	_____	_____	
Master Lists	1,350	2	_____	_____	
School Group Report	1,350	3	_____	_____	
System Group Report	132	2	_____	_____	
CSSO State Report on CD	3	2	_____	_____	
State Reports on CD	3	1	_____	_____	
Technical Report	1	3	_____	_____	

***Unit Cost= Per Item Cost**
****Extension = Estimated Quantity x Unit Price**

		Cost	Section IV Total
Student Data CD to State	3	_____	
Student Data to DRC		_____	
Distribution of Reports		_____	
			_____

V. Travel	Person Number	Price Per* Person	Extension**	Section Total
Planning Meeting/Closeout Meeting	3	_____	_____	
Training of Team Leaders, Scorers, and Scoring	3	_____	_____	
Pilot System Review	2	_____	_____	
				_____

*** Price Per Person= Per Item Cost**
**** Extension= Number x Price Per Person**

VI. Program Management	Cost	Section VI Total
Program Management	_____	_____

Total Year 4 FY 2013 _____

PART IV: COST RESPONSE

(Section I)
Fifth Year of Contract
FY 2014

I. Printing, Distribution, Collection and Destruction	Estimated Quantity	Unit* Cost	Extension**	Section I Total
Answer Documents	5,000	_____	_____	
Student Box Labels	5,000	_____	_____	
BOE Labels	150,000	_____	_____	
BOE Entry Cover Sheets	150,000	_____	_____	
AAA Affidavit of Student Performance	5,000	_____	_____	
String-tied Envelopes	50,000	_____	_____	
BOE Boxes	5,000	_____	_____	
Test Administrator's Manuals	2,000	_____	_____	
School Headers	2,800	_____	_____	
System Headers	264	_____	_____	
LEA/School Return Label	5,000	_____	_____	

***Unit Cost= Per Item Cost**
****Extension= Estimated Quantity x Unit Cost**

	Cost
Distribution of Materials to LEAs	_____
Collection of Test Answer Document from LEAs	_____
Collection of All Other Materials from LEAs	_____
Destruction of Materials	_____

II. Pre-ID Labels	Cost	Section II Total
	_____	_____

III. Scoring of Student Responses

	Estimated Quantity	Per Student*	Extension**	Section III Total
Answer Documents/Bodies of Evidence:				
Grade 3 (9 total standards in R and M)	360	_____	_____	
Grade 4 (9 total standards in R and M)	464	_____	_____	
Grade 5 (10 total standards in R, M, and S)	490	_____	_____	
Grade 6 (7 total standards in R and M)	507	_____	_____	
Grade 7 (10 total standards in R, M, and S)	533	_____	_____	
Grade 8 (7 total standards in R and M)	523	_____	_____	
Grade 11(9 total standards in R, M, and S)	557	_____	_____	

*** Per Student Cost**
****Extension= Estimated Quantity x Per Student Cost**

IV. Production of Reports

Type of Report	Estimated Individual Reports	Copies of Each	Unit Price*	Extension**	Section IV Total
Student Labels	4,000	1	_____	_____	
Home Reports	4,000	1	_____	_____	
Student Reports	4,000	1	_____	_____	
Master Lists	1,350	2	_____	_____	
School Group Report	1,350	3	_____	_____	
System Group Report	132	2	_____	_____	
CSSO State Report on CD	3	2	_____	_____	
State Reports on CD	3	1	_____	_____	
Technical Report	1	3	_____	_____	

***Unit Cost= Per Item Cost**
****Extension = Estimated Quantity x Unit Price**

		Cost	Section IV Total
Student Data CD to State	3	_____	
Student Data to DRC		_____	
Distribution of Reports		_____	
			_____

V. Travel	Person Number	Price Per* Person	Extension**	Section Total
Planning Meeting/Closeout Meeting	3	_____	_____	
Training of Team Leaders, Scorers, and Scoring	3	_____	_____	
Pilot System Review	2	_____	_____	
				_____

*** Price Per Person= Per Item Cost**
**** Extension= Number x Price Per Person**

VI. Program Management	Cost	Section VI Total
Program Management	_____	_____

Total Year 5 FY 2014 _____

Total Budget

Total Year 1-FY 2010	_____
Total Year 2-FY 2011	_____
Total Year 3-FY 2012	_____
Total Year 4-FY 2013	_____
Total Year 5-FY 2014	_____
Total Base Bid*	_____

***This Total Base Bid must be written in the Invitation to Bid, page 7, in the "Unit Price" column.**

COST OPTIONS

	Per Student Unit Cost
I. Scoring Appeals	_____
	Cost
II. Shipping Labels	_____
III. Student Registration	
Online Registration	_____
IV. Meetings	Per Person Cost
a. Packing and shipping of materials to LEAs	_____
b. Log-out of Final Reports to LEAs	_____

V. Other

PART V: BIDDING PROCESS

The purpose of the bidding process is to secure for the SDE the vendor most capable of providing the materials and services enumerated in the specifications of this ITB. Selection of the successful vendor will be made on the demonstrated capability to meet all services and products described in the specifications of this ITB. The SDE must have final approval for all steps in the administration, scoring, and reporting of the *Alabama Alternate Assessment*.

A. QUESTIONS ABOUT THE ITB

Questions about this ITB must be submitted in writing to the SDE no later than **5:00 p.m. CDST on August 7, 2009**. The questions may be mailed, faxed, or emailed to:

Mrs. Nannette Pence
Alabama State Department of Education
Assessment and Accountability
P. O. Box 302101
Montgomery, AL 36130-2101
Email: npence@alsde.edu
Telephone: 334-242-8038
Fax: 334-242-7341

The vendor needs to include a contact person with an email address or fax number for receiving answers to questions submitted. In the event that it becomes necessary to amend part of this ITB, the amendment will be mailed, emailed or faxed to all vendors. Changes may be issued only from the Division of Purchasing, Department of Finance. Changes will not be made by telephone.

B. ITB SUBMISSION

This ITB is issued by the Alabama State Department of Finance, Division of Purchasing for the State Department of Education and Dr. Joseph Morton, State Superintendent of Education. Vendors must provide one **original** and **two** copies of their responses. These responses must be labeled and delivered to:

Ms. Janna Wickham
Alabama State Department of Finance
Division of Purchasing
RSA Union Building
100 North Union Street, Suite 192
Montgomery, AL 36104
Telephone: (334) 242-7250
Janna.wickham@purchasing.alabama.gov

The ITB with the notarized signature of an authorized officer of the company must be packaged with the original response. Two copies of the response should be packaged in a separate container. The containers must be clearly marked **"ORIGINAL"** and **"COPIES."** Vendors mailing their responses must allow sufficient mail delivery time to ensure receipt of their response before the time specified.

Items must be priced according to specifications in the Cost Response Part IV on pages 36-52. Responses from vendors must be received by 4:00 p.m. CDST on **September 17, 2009**. Responses will be opened on **September 18, 2009**, at 10:00 a.m. CDST at Alabama Division of Purchasing, 100 North Union Street, Suite 192, Montgomery, Alabama.

CONTRACTUAL INFORMATION

A. ACCEPTANCE OF RESPONSE CONTENT

The contents of the response of the successful vendor and the specifications in the ITB will become a contractual obligation if a contract ensues. Failure of the successful vendor to accept this obligation will result in cancellation of the award and will provide justification for removal of the company from the SDE vendors list until such time as he/she may prove to the satisfaction of the SDE his/her ability to bid responsibly.

B. PERFORMANCE BOND

The selected vendor shall, within ten days after notification of the award and at no additional cost to the SDE, furnish a performance bond in the amount of $500,000.00. The performance guarantee shall be of the following: cashier's check, other type of bank certified check (personal or company checks not acceptable), money order, an irrevocable letter of credit, or surety bond issued by a company authorized to do business with the State of Alabama. The director of the Department of Finance or his designee shall be the custodian of the performance guarantee. The performance guarantee shall reference this bid and shall be payable to the State of Alabama.

C. LIQUIDATED DAMAGES

Since timely delivery is imperative, the vendor will be required to enter into the following agreement related to the completion of key activities identified in the sections labeled "Timeline" on pages 28-29.

Inasmuch as failure to complete key activities within the time fixed in the contract will result in substantial injury to the SDE and since damages arising from such failure cannot be calculated with any degree of certainty, it is agreed that for each and every day that key activities remain uncompleted beyond the time set for their completion, the vendor shall pay to the SDE the sum of 2.5% of the price associated with the **Total Base Bid**.

Should the vendor see that he/she will not be able to meet a date, he/she may request an extension. This request may or may not be granted at the discretion of the SDE. If approval is granted by the SDE, liquidated damages will not be assessed for the duration of the extension.

D. DELIVERY DATES

The SDE reserves the right to delay scheduled due dates if the delay is to the advantage of the SDE and if the delay creates no extra cost to the vendor. If this option is exercised, liquidated damages would not be charged for that period.

E. DESIGN CONTROL

The control of design remains the total responsibility of the SDE. Changes in the design made after the award of the contract will be at the discretion of the SDE. The SDE also

reserves the right to substitute work tasks on a generally equal basis. Any substitutions must occur prior to the vendor's final effort toward completing the task. All design changes or substitutions will be given in writing to the vendor. The intent of this section is not to allow for increasing the scope of the ITB, but to protect the SDE as improvements in design become evident during the development schedule.

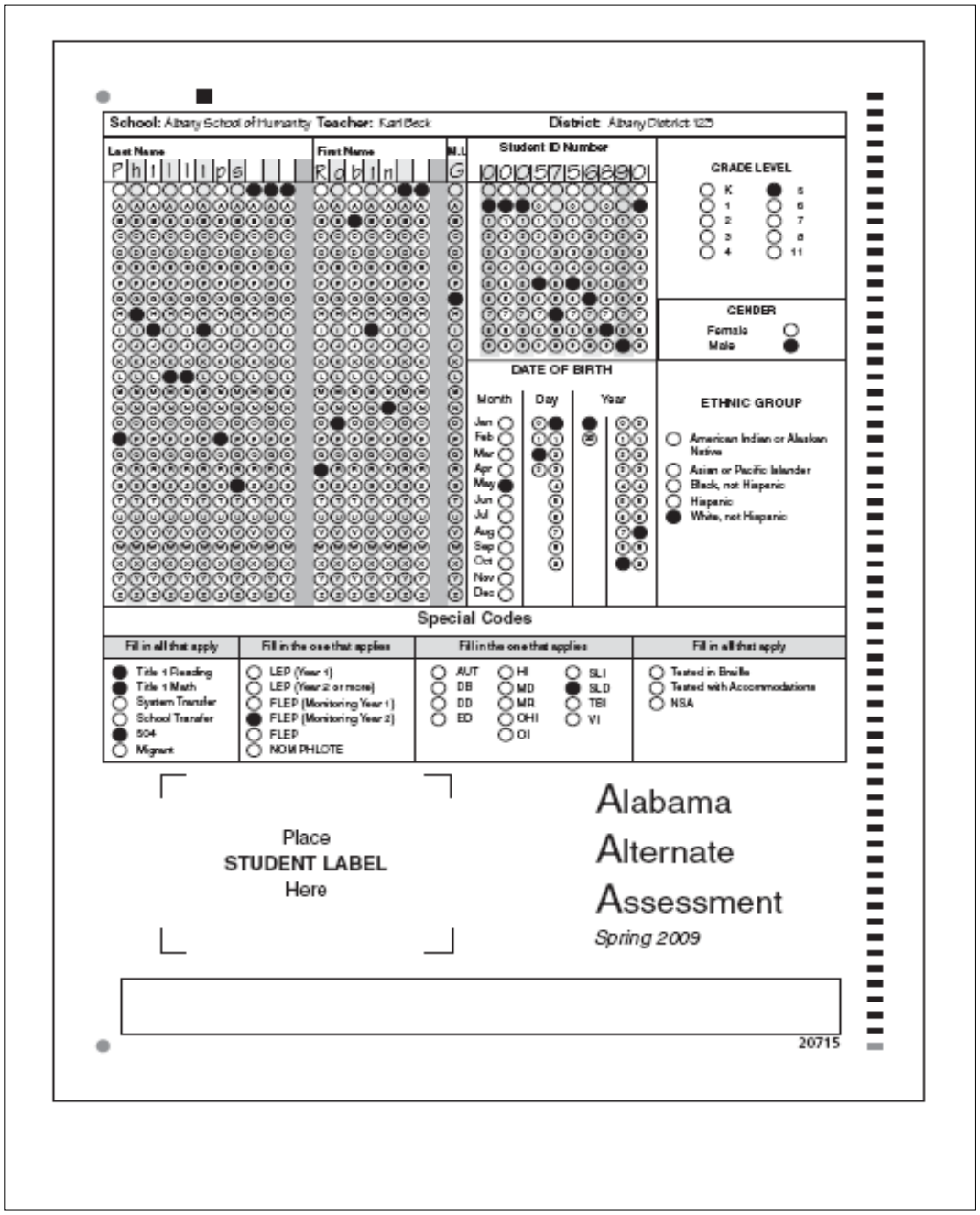
F. CONTRACT PAYMENT

The SDE must receive the bill for the final payment on the last working day in September of each contract year. The vendor may bill the SDE more than once a contract period for any work completed by the invoice date.

Appendix A

Answer Document

Alabama Alternate Assessment
Answer Document
(front)



School: Albany School of Humanity Teacher: Karl Beck District: Albany District 125

Last Name: Phillips First Name: Robin M.I.: G

Student ID Number: 0015756890

GRADE LEVEL: K, 1, 2, 3, 4, 5, 6, 7, 8, 11

GENDER: Female, Male

DATE OF BIRTH: Month, Day, Year

ETHNIC GROUP: American Indian or Alaskan Native; Asian or Pacific Islander; Black, not Hispanic; Hispanic; White, not Hispanic

Special Codes

Fill in all that apply	Fill in the one that applies	Fill in the one that applies	Fill in all that apply
Title 1 Reading	LEP (Year 1)	AUT, DB, DD, ED, HI, MD, MR, OHI, OI, SLI, SLD, TBI, VI	Tested in Braille
Title 1 Math	LEP (Year 2 or more)		Tested with Accommodations
System Transfer	FLEP (Monitoring Year 1)		NSA
School Transfer	FLEP (Monitoring Year 2)		
504	FLEP		
Migrant	NOM PHLOTE		

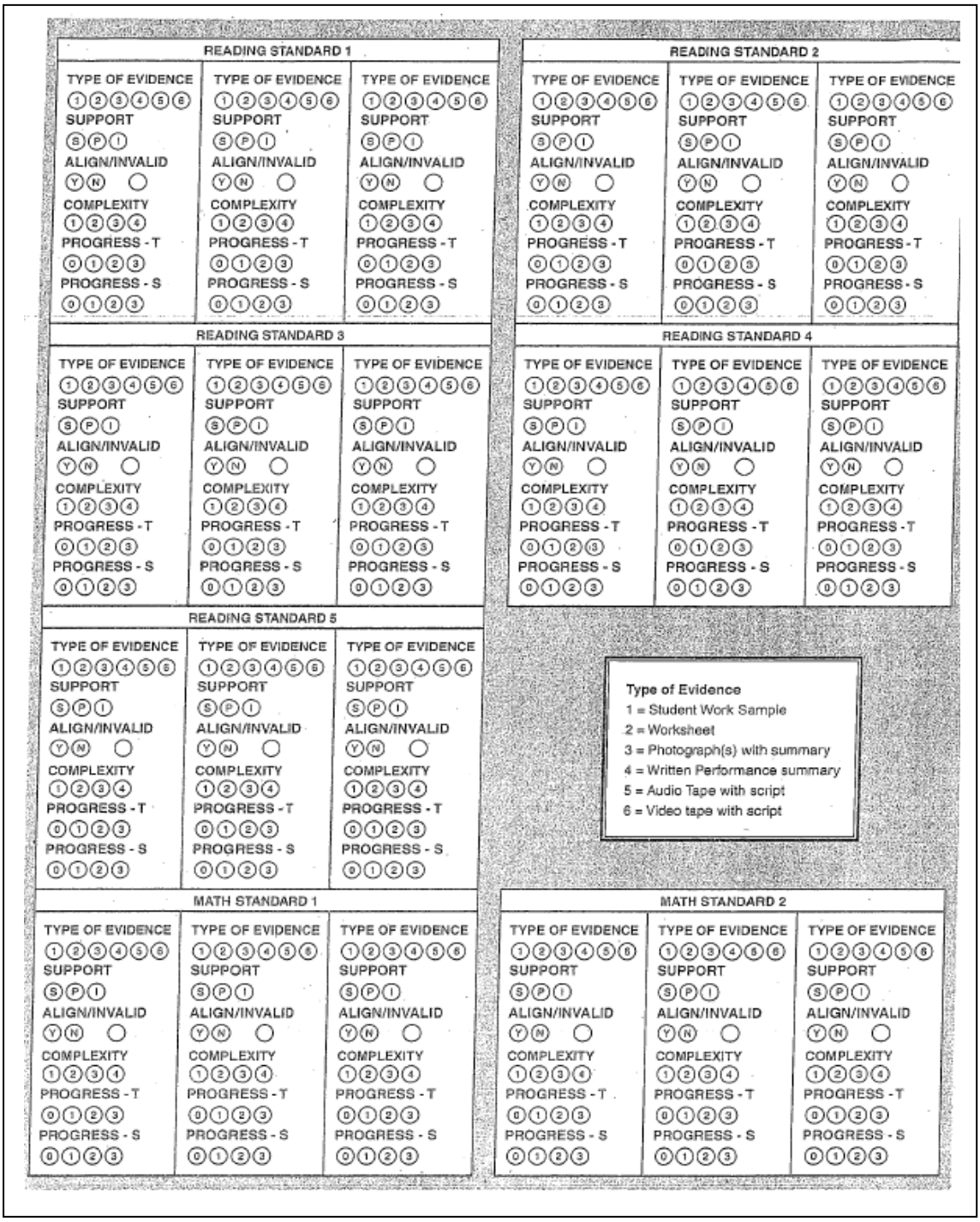
Place STUDENT LABEL Here

Alabama Alternate Assessment

Spring 2009

20715

Alabama Alternate Assessment
Answer Document (inside)



READING STANDARD 1

TYPE OF EVIDENCE	TYPE OF EVIDENCE	TYPE OF EVIDENCE
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
SUPPORT	SUPPORT	SUPPORT
S P I	S P I	S P I
ALIGN/INVALID	ALIGN/INVALID	ALIGN/INVALID
Y N	Y N	Y N
COMPLEXITY	COMPLEXITY	COMPLEXITY
1 2 3 4	1 2 3 4	1 2 3 4
PROGRESS - T	PROGRESS - T	PROGRESS - T
0 1 2 3	0 1 2 3	0 1 2 3
PROGRESS - S	PROGRESS - S	PROGRESS - S
0 1 2 3	0 1 2 3	0 1 2 3

READING STANDARD 2

TYPE OF EVIDENCE	TYPE OF EVIDENCE	TYPE OF EVIDENCE
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
SUPPORT	SUPPORT	SUPPORT
S P I	S P I	S P I
ALIGN/INVALID	ALIGN/INVALID	ALIGN/INVALID
Y N	Y N	Y N
COMPLEXITY	COMPLEXITY	COMPLEXITY
1 2 3 4	1 2 3 4	1 2 3 4
PROGRESS - T	PROGRESS - T	PROGRESS - T
0 1 2 3	0 1 2 3	0 1 2 3
PROGRESS - S	PROGRESS - S	PROGRESS - S
0 1 2 3	0 1 2 3	0 1 2 3

READING STANDARD 3

TYPE OF EVIDENCE	TYPE OF EVIDENCE	TYPE OF EVIDENCE
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
SUPPORT	SUPPORT	SUPPORT
S P I	S P I	S P I
ALIGN/INVALID	ALIGN/INVALID	ALIGN/INVALID
Y N	Y N	Y N
COMPLEXITY	COMPLEXITY	COMPLEXITY
1 2 3 4	1 2 3 4	1 2 3 4
PROGRESS - T	PROGRESS - T	PROGRESS - T
0 1 2 3	0 1 2 3	0 1 2 3
PROGRESS - S	PROGRESS - S	PROGRESS - S
0 1 2 3	0 1 2 3	0 1 2 3

READING STANDARD 4

TYPE OF EVIDENCE	TYPE OF EVIDENCE	TYPE OF EVIDENCE
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
SUPPORT	SUPPORT	SUPPORT
S P I	S P I	S P I
ALIGN/INVALID	ALIGN/INVALID	ALIGN/INVALID
Y N	Y N	Y N
COMPLEXITY	COMPLEXITY	COMPLEXITY
1 2 3 4	1 2 3 4	1 2 3 4
PROGRESS - T	PROGRESS - T	PROGRESS - T
0 1 2 3	0 1 2 3	0 1 2 3
PROGRESS - S	PROGRESS - S	PROGRESS - S
0 1 2 3	0 1 2 3	0 1 2 3

READING STANDARD 5

TYPE OF EVIDENCE	TYPE OF EVIDENCE	TYPE OF EVIDENCE
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
SUPPORT	SUPPORT	SUPPORT
S P I	S P I	S P I
ALIGN/INVALID	ALIGN/INVALID	ALIGN/INVALID
Y N	Y N	Y N
COMPLEXITY	COMPLEXITY	COMPLEXITY
1 2 3 4	1 2 3 4	1 2 3 4
PROGRESS - T	PROGRESS - T	PROGRESS - T
0 1 2 3	0 1 2 3	0 1 2 3
PROGRESS - S	PROGRESS - S	PROGRESS - S
0 1 2 3	0 1 2 3	0 1 2 3

Type of Evidence
1 = Student Work Sample
2 = Worksheet
3 = Photograph(s) with summary
4 = Written Performance summary
5 = Audio Tape with script
6 = Video tape with script

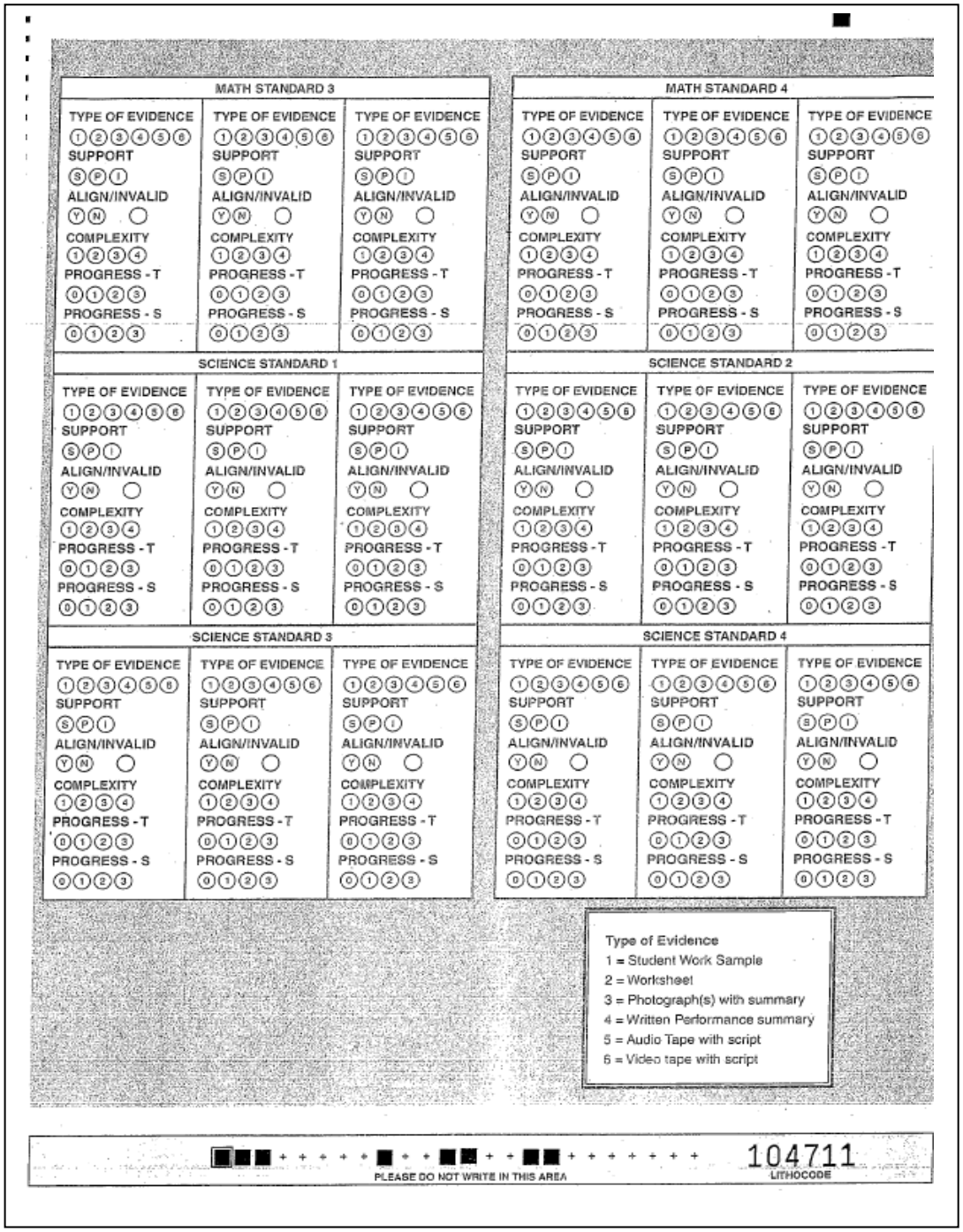
MATH STANDARD 1

TYPE OF EVIDENCE	TYPE OF EVIDENCE	TYPE OF EVIDENCE
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
SUPPORT	SUPPORT	SUPPORT
S P I	S P I	S P I
ALIGN/INVALID	ALIGN/INVALID	ALIGN/INVALID
Y N	Y N	Y N
COMPLEXITY	COMPLEXITY	COMPLEXITY
1 2 3 4	1 2 3 4	1 2 3 4
PROGRESS - T	PROGRESS - T	PROGRESS - T
0 1 2 3	0 1 2 3	0 1 2 3
PROGRESS - S	PROGRESS - S	PROGRESS - S
0 1 2 3	0 1 2 3	0 1 2 3

MATH STANDARD 2

TYPE OF EVIDENCE	TYPE OF EVIDENCE	TYPE OF EVIDENCE
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
SUPPORT	SUPPORT	SUPPORT
S P I	S P I	S P I
ALIGN/INVALID	ALIGN/INVALID	ALIGN/INVALID
Y N	Y N	Y N
COMPLEXITY	COMPLEXITY	COMPLEXITY
1 2 3 4	1 2 3 4	1 2 3 4
PROGRESS - T	PROGRESS - T	PROGRESS - T
0 1 2 3	0 1 2 3	0 1 2 3
PROGRESS - S	PROGRESS - S	PROGRESS - S
0 1 2 3	0 1 2 3	0 1 2 3

Alabama Alternate Assessment
Answer Document (back)



MATH STANDARD 3

TYPE OF EVIDENCE	TYPE OF EVIDENCE	TYPE OF EVIDENCE
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
SUPPORT	SUPPORT	SUPPORT
S P I	S P I	S P I
ALIGN/INVALID	ALIGN/INVALID	ALIGN/INVALID
Y N	Y N	Y N
COMPLEXITY	COMPLEXITY	COMPLEXITY
1 2 3 4	1 2 3 4	1 2 3 4
PROGRESS - T	PROGRESS - T	PROGRESS - T
0 1 2 3	0 1 2 3	0 1 2 3
PROGRESS - S	PROGRESS - S	PROGRESS - S
0 1 2 3	0 1 2 3	0 1 2 3

MATH STANDARD 4

TYPE OF EVIDENCE	TYPE OF EVIDENCE	TYPE OF EVIDENCE
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
SUPPORT	SUPPORT	SUPPORT
S P I	S P I	S P I
ALIGN/INVALID	ALIGN/INVALID	ALIGN/INVALID
Y N	Y N	Y N
COMPLEXITY	COMPLEXITY	COMPLEXITY
1 2 3 4	1 2 3 4	1 2 3 4
PROGRESS - T	PROGRESS - T	PROGRESS - T
0 1 2 3	0 1 2 3	0 1 2 3
PROGRESS - S	PROGRESS - S	PROGRESS - S
0 1 2 3	0 1 2 3	0 1 2 3

SCIENCE STANDARD 1

TYPE OF EVIDENCE	TYPE OF EVIDENCE	TYPE OF EVIDENCE
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
SUPPORT	SUPPORT	SUPPORT
S P I	S P I	S P I
ALIGN/INVALID	ALIGN/INVALID	ALIGN/INVALID
Y N	Y N	Y N
COMPLEXITY	COMPLEXITY	COMPLEXITY
1 2 3 4	1 2 3 4	1 2 3 4
PROGRESS - T	PROGRESS - T	PROGRESS - T
0 1 2 3	0 1 2 3	0 1 2 3
PROGRESS - S	PROGRESS - S	PROGRESS - S
0 1 2 3	0 1 2 3	0 1 2 3

SCIENCE STANDARD 2

TYPE OF EVIDENCE	TYPE OF EVIDENCE	TYPE OF EVIDENCE
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
SUPPORT	SUPPORT	SUPPORT
S P I	S P I	S P I
ALIGN/INVALID	ALIGN/INVALID	ALIGN/INVALID
Y N	Y N	Y N
COMPLEXITY	COMPLEXITY	COMPLEXITY
1 2 3 4	1 2 3 4	1 2 3 4
PROGRESS - T	PROGRESS - T	PROGRESS - T
0 1 2 3	0 1 2 3	0 1 2 3
PROGRESS - S	PROGRESS - S	PROGRESS - S
0 1 2 3	0 1 2 3	0 1 2 3

SCIENCE STANDARD 3

TYPE OF EVIDENCE	TYPE OF EVIDENCE	TYPE OF EVIDENCE
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
SUPPORT	SUPPORT	SUPPORT
S P I	S P I	S P I
ALIGN/INVALID	ALIGN/INVALID	ALIGN/INVALID
Y N	Y N	Y N
COMPLEXITY	COMPLEXITY	COMPLEXITY
1 2 3 4	1 2 3 4	1 2 3 4
PROGRESS - T	PROGRESS - T	PROGRESS - T
0 1 2 3	0 1 2 3	0 1 2 3
PROGRESS - S	PROGRESS - S	PROGRESS - S
0 1 2 3	0 1 2 3	0 1 2 3

SCIENCE STANDARD 4

TYPE OF EVIDENCE	TYPE OF EVIDENCE	TYPE OF EVIDENCE
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
SUPPORT	SUPPORT	SUPPORT
S P I	S P I	S P I
ALIGN/INVALID	ALIGN/INVALID	ALIGN/INVALID
Y N	Y N	Y N
COMPLEXITY	COMPLEXITY	COMPLEXITY
1 2 3 4	1 2 3 4	1 2 3 4
PROGRESS - T	PROGRESS - T	PROGRESS - T
0 1 2 3	0 1 2 3	0 1 2 3
PROGRESS - S	PROGRESS - S	PROGRESS - S
0 1 2 3	0 1 2 3	0 1 2 3

Type of Evidence
1 = Student Work Sample
2 = Worksheet
3 = Photograph(s) with summary
4 = Written Performance summary
5 = Audio Tape with script
6 = Video tape with script

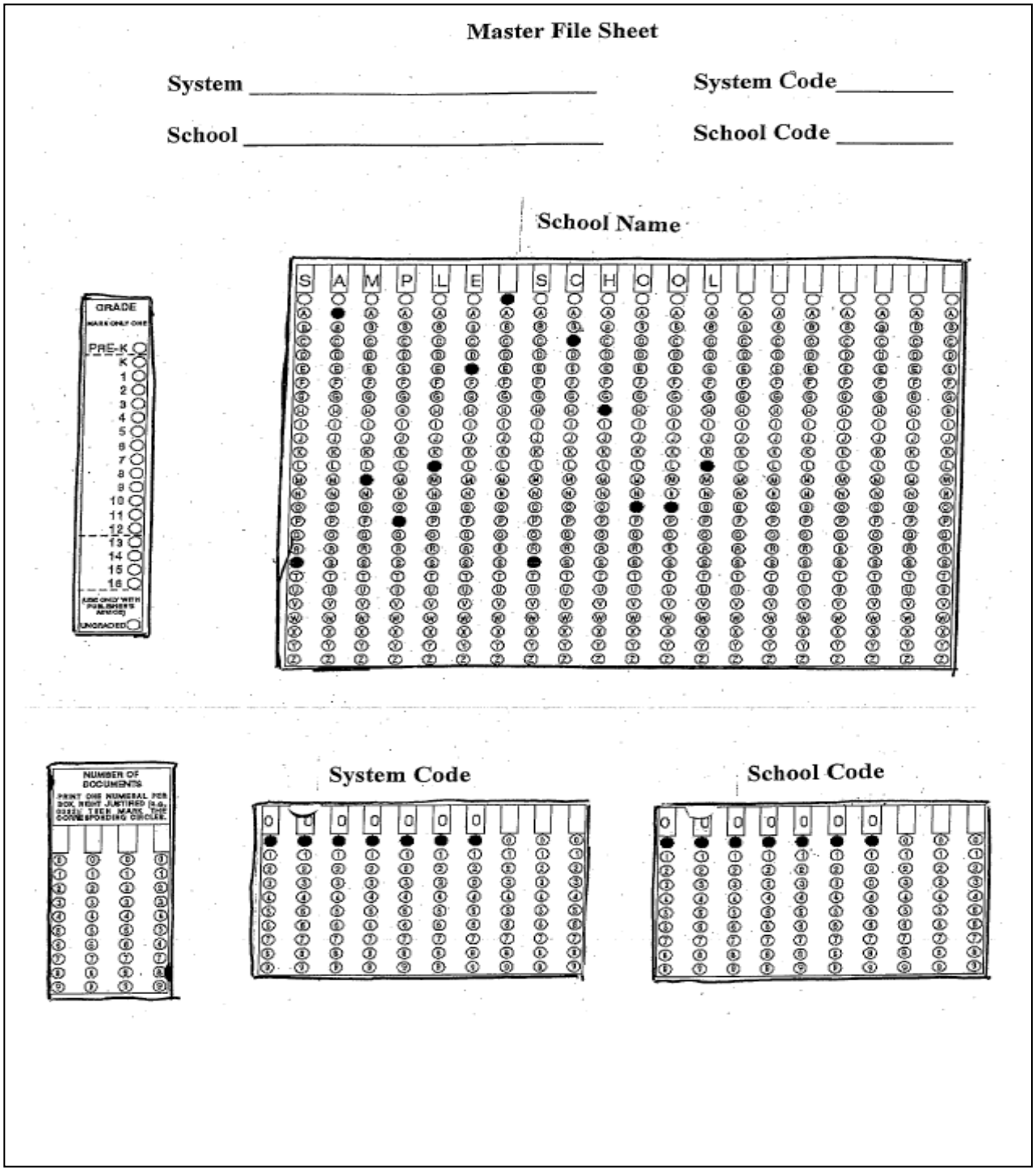
PLEASE DO NOT WRITE IN THIS AREA

104711
LITHOCODE

Appendix B

Master File Sheet
(School Header)

Alabama Alternate Assessment
Master File Sheet
(School Header)



Appendix C
LEA Master Sheet
(System Header)

Alabama Alternate Assessment
LEA Master Sheet
(System Header)

LEA Master Sheet
(System Header)

Alabama Alternate Assessment

System Name: Success Public Schools System Code: 000

System Test Coordinator: Margaret Mohr

Phone Number: 555-444-1111

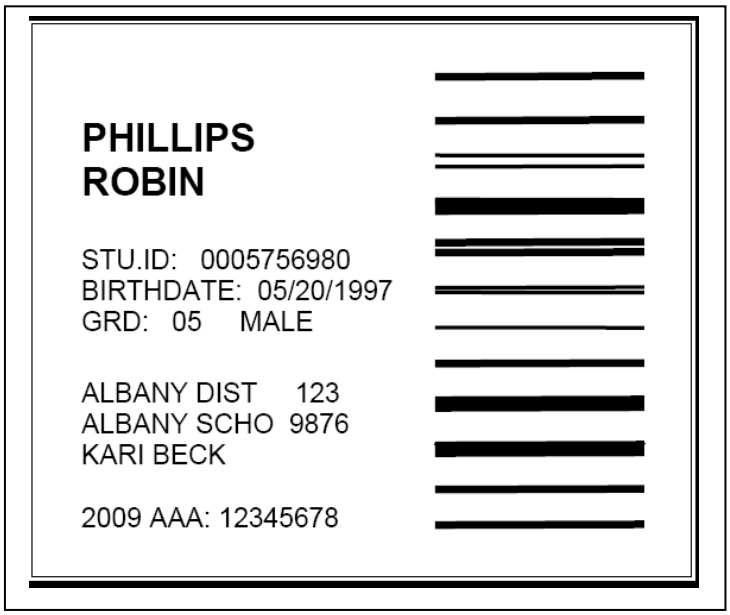
School	Grade	Number Tested
Success Elementary School	Kindergarten	6
	First Grade	10
	Second Grade	8
	Third Grade	6
	Fourth Grade	4
	Fifth Grade	6
	Sixth Grade	0
	Seventh Grade	0
	Eighth Grade	0
	Eleventh Grade	0
School	**Grade**	**Number Tested**
Success Middle School	Kindergarten	0
	First Grade	0
	Second Grade	0
	Third Grade	0
	Fourth Grade	0
	Fifth Grade	0
	Sixth Grade	5
	Seventh Grade	10
	Eighth Grade	9
	Eleventh Grade	0
School	**Grade**	**Number Tested**
Success High School	Kindergarten	0
	First Grade	0
	Second Grade	0
	Third Grade	0
	Fourth Grade	0
	Fifth Grade	0
	Sixth Grade	0
	Seventh Grade	0
	Eighth Grade	0
	Eleventh Grade	6

Page 1 of _____

Appendix D

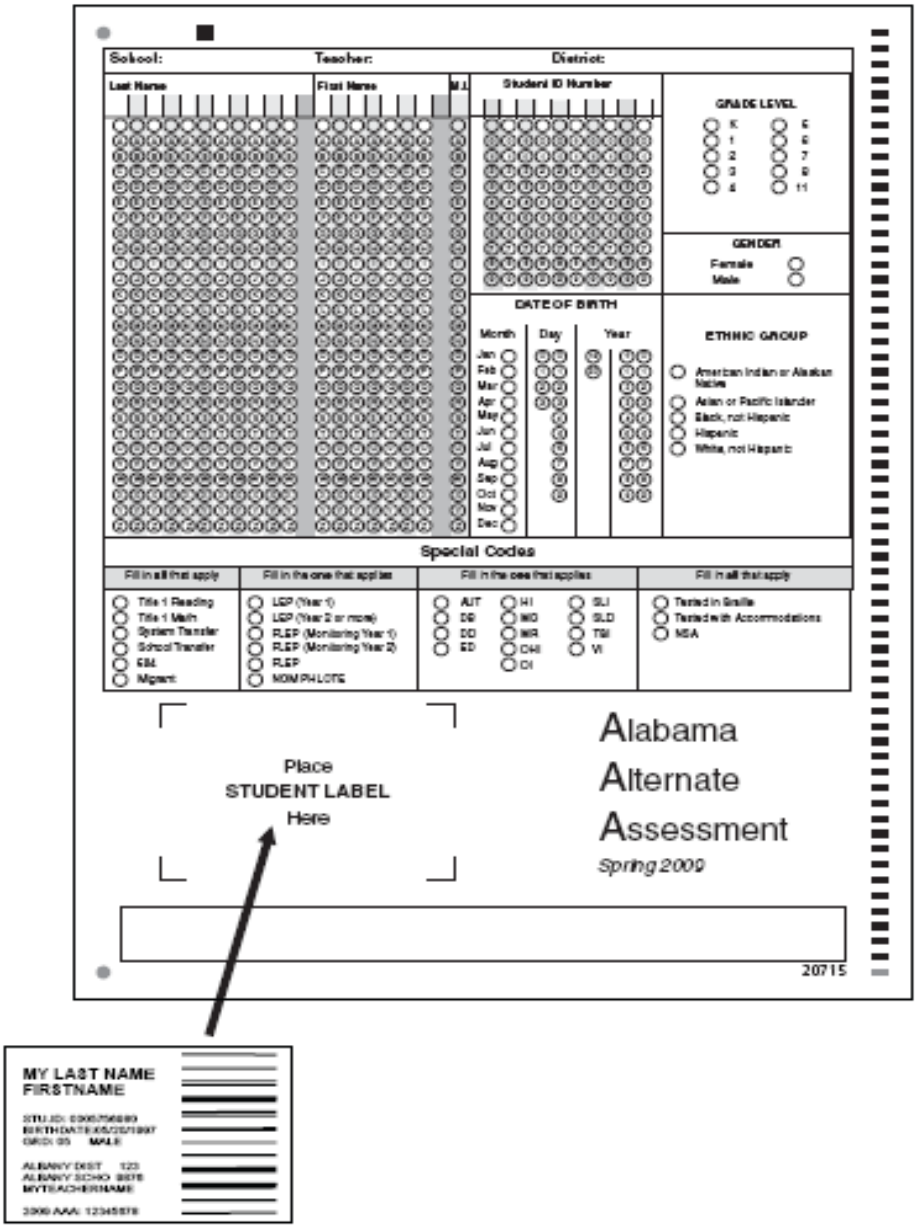
Pre-ID Label and Placement

Alabama Alternate Assessment
Pre-ID Label



Alabama Alternate Assessment

Placement of Pre-Coded Student Identification Bar Code Label or Generic Student Identification Bar Code Label On Answer Document (front)



Appendix E

Body of Evidence Label

Alabama Alternate Assessment
Body of Evidence Label

Body of Evidence

STATE STUDENT ID NUMBER: _____

EXTENDED STANDARD: _____

Appendix F

Body of Evidence Box Label

Alabama Alternate Assessment
Body of Evidence Box Label

MY LAST NAME
FIRSTNAME

ALBANY DISTRICT 123
ALBANY SCHOOL OF HUM 9876
TEACHERNAME:

STUDENT ID#:1234567890
BIRTHDATE:12/07/1996 F GRD: 04

2009 AAA BARCODE# 12345678

PLACE THIS LABEL ON BOX

Appendix G

Body of Evidence Entry Cover Sheet

Alabama Alternate Assessment
Body of Evidence Entry Cover Sheet

Student's Ten-Digit State Student ID Number: _____

Student's Grade of Enrollment According to STI: _____

Extended Standard Content Area (For the attached piece of evidence):

_____ **Reading** _____ **Mathematics** _____ **Science**

Extended Standard Number (For the attached piece of evidence): _____

Attached Evidence Type:

_____Student work sample _____Written Performance Summary

_____ Work sheet _____ Audio tape (5 minutes or less with word-for-word script)

_____Photograph(s) (with written summary) _____Video tape (5 minutes or less with word-for-word script)

Evidence Complexity (Check one for the attached piece of evidence):

_____Complexity 4 _____ Complexity 2

_____Complexity 3 _____Complexity 1

Level of Assistance During Completion of Task (Check one for the attached piece of evidence):

_____Independently _____ With Prompting _____With Support

TASK SUMMARY (required for all evidence types except written performance summaries; should include criteria for success):

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

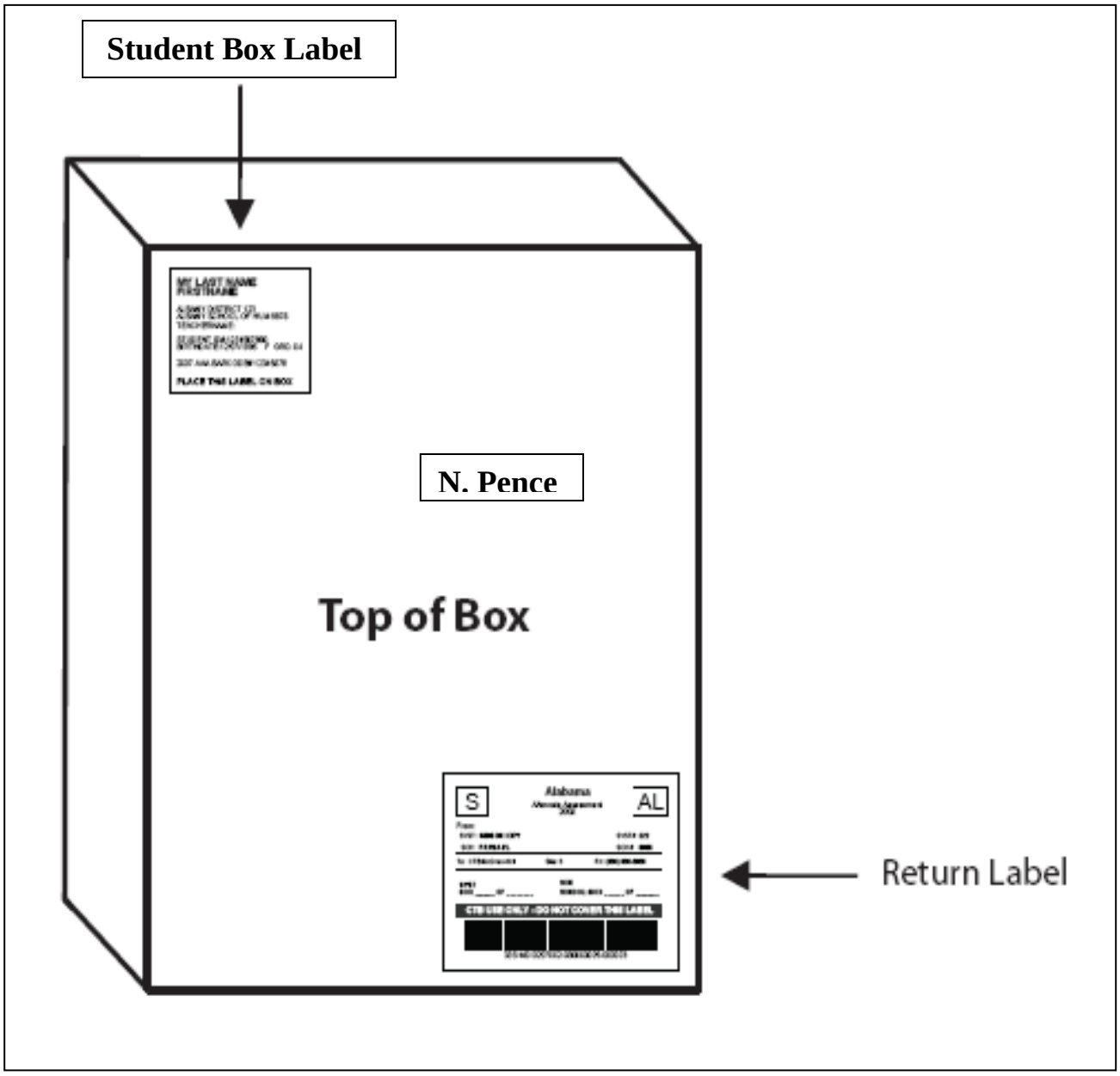
_____

Signature of Teacher Providing Instruction

Appendix H

BOE Box

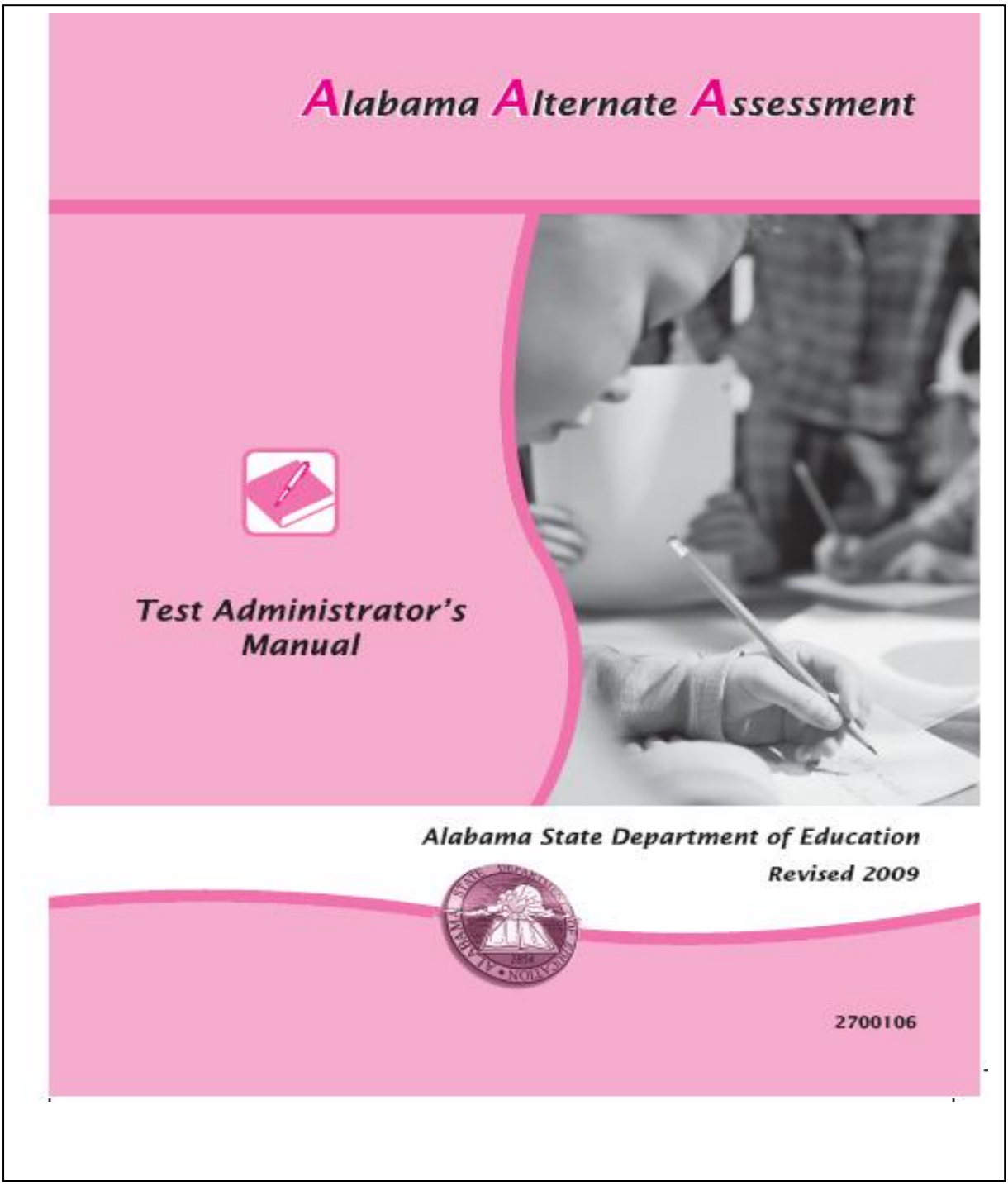
Alabama Alternate Assessment
Student Body of Evidence Box



Appendix I

Test Administrator's Manual

Alabama Alternate Assessment
Test Administrator's Manual



Appendix J

Affidavit of Student Performance

Alabama Alternate Assessment
Affidavit of Student Performance

Alabama Alternate Assessment
Affidavit of Student Performance

Student Information

Student Name _____ SSID _____ Date of Birth _____

School System _____ School System Code _____

School _____ School Code _____

Affidavit of Student Performance

I, the undersigned, do attest that all work contained in this student's Body of Evidence was performed, to the best of my knowledge, by the student using allowed accommodations as stated in his/her current IEP, used regularly in the classroom for instruction and on classroom tests, and in the presence of a teacher or paraprofessional. In compiling this evidence with the student and/or on his/her behalf,

I have:

- Included only work completed solely by the student in the presence of a teacher or other authorized school personnel.
- Provided the accommodations required by the student as documented in his/her IEP and as used regularly in the classroom for instruction and on classroom tests.

I have not:

- Fabricated, altered, or modified student work samples, products, or data.
- Described behaviors that provide a negative image of the student.
- Provided any accommodations/assistive devices that would invalidate what is being tested, are not allowed, or are not documented in the student's IEP and used regularly in the classroom for instruction and on classroom tests.

Signed:

_____ Date: _____
Special Education Teacher Providing Instruction

_____ Date: _____
Special Education Teacher Providing Instruction

_____ Date: _____
Special Education Teacher Providing Instruction

_____ Date: _____
Other:

I have reviewed the contents of this Body of Evidence.

_____ Date: _____
Principal or Special Education Coordinator

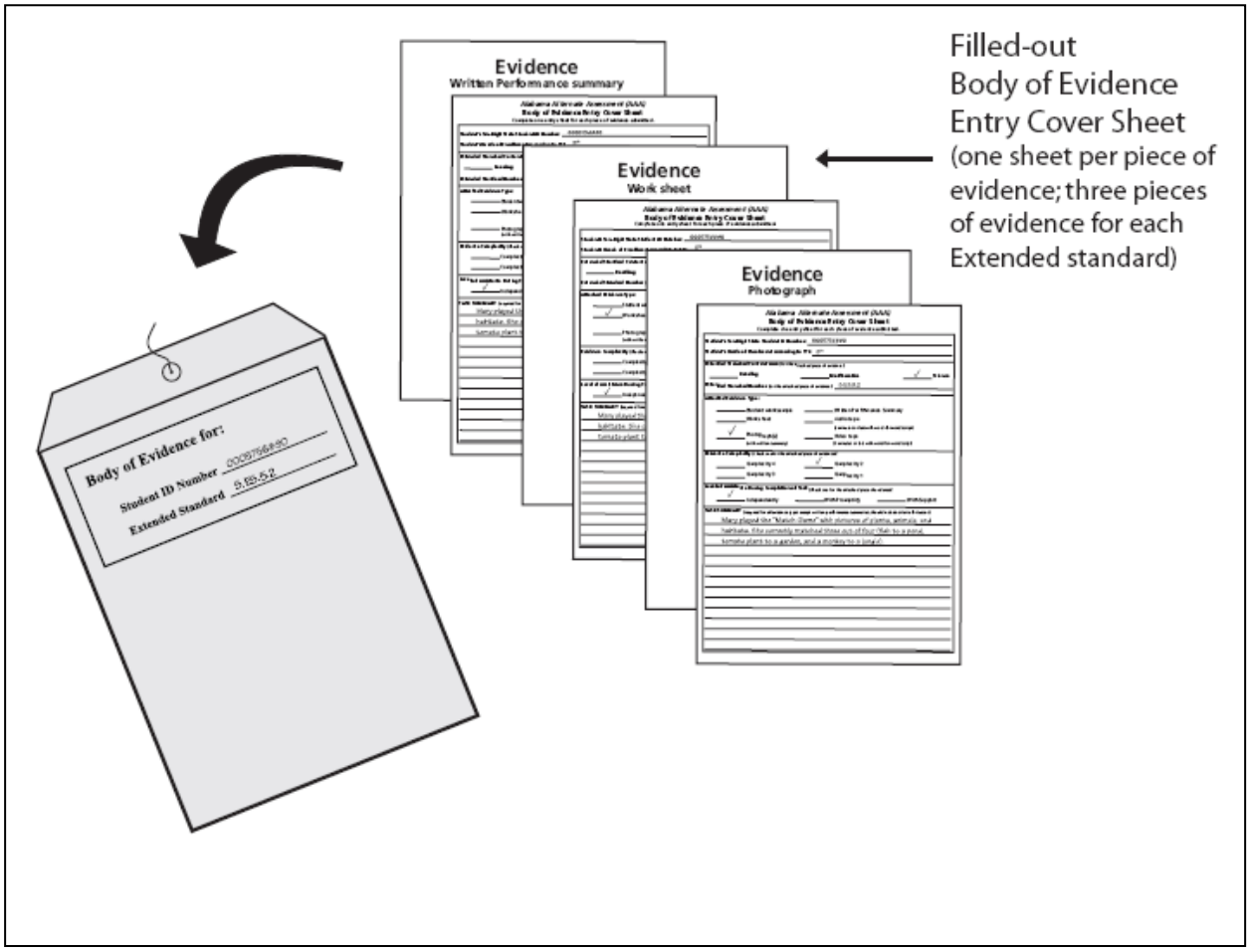
This affidavit must be completed and submitted with the student's Body of Evidence in order for the Body of Evidence to be scored.

Appendix K

Instruction for Bodies of Evidences

Alabama Alternate Assessment

Schematic Drawing of Packing Three Pieces of Evidence with the Filled Out Body of Evidence Entry Cover Sheet in the String-tied Envelope



Appendix L

Reports

Alabama Alternate Assessment
Student/Home Report

Alabama
Alternate Assessment

Student Report

TREVOR MORGENSTERN

Grade: 11

Age: 17 Years 2 Months

Student ID Number: 0123456789

Test Date: Spring XXXX

Sys-Sch#: 123-4567

School: ANYSCHOOL

System: ANYSYSTEM

[1] All content standards listed on this report are stated for complexity level 3; however, this student may be working on a different complexity level. When interpreting test results, the mean complexity of each standard should be considered.

Simulated Data

Reading

Total Score	Achievement Levels: I	II	III	IV
62			♦	

Level I: Does Not Meet Standards (Below XXX)
Level II: Partially Meets Standards (XXX-XXX)
Level III: Meets Standards (XXX-XXX)
Level IV: Exceeds Standards (XXX-XXX)

Content Standards[1]	Points Possible	Points Earned	Mean Complexity	Mean Level of Assistance	Mean Mastery
Identify setting, mood, plot in short stories & drama	30	30	2.1	1.1	2.8
Contrast idioms and their literal interpretation	30	15	2.3	1.3	2.6
Identify directions embedded in a passage	30	17	1.2	2.2	2.3

Mathematics

Total Score	Achievement Levels: I	II	III	IV
53		♦		

Level I: Does Not Meet Standards (Below XXX)
Level II: Partially Meets Standards (XXX-XXX)
Level III: Meets Standards (XXX-XXX)
Level IV: Exceeds Standards (XXX-XXX)

Content Standards[1]	Points Possible	Points Earned	Mean Complexity	Mean Level of Assistance	Mean Mastery
Identify points, lines, and parallel lines	30	19	2.4	2.1	2.1
Display most efficient way of placing shapes into given space	30	18	1.8	2.2	2.3
Match rotated images of squares, rectangles, triangles	30	16	2.5	2.6	1.2

Science

Total Score	Achievement Levels: I	II	III	IV
62			♦	

Level I: Does Not Meet Standards (Below XXX)
Level II: Partially Meets Standards (XXX-XXX)
Level III: Meets Standards (XXX-XXX)
Level IV: Exceeds Standards (XXX-XXX)

Content Standards[1]	Points Possible	Points Earned	Mean Complexity	Mean Level of Assistance	Mean Mastery
Identify ways a plant is helpful or harmful to the environment	30	30	2.4	2.1	2.1
Identify ways a plant responds to growing conditions	30	15	1.8	2.2	2.3
Identify two protective adaptations of animals	30	17	1.2	2.6	1.2

11/11/08

CTBID: 50070510M012365001-55-00001

Alabama Alternate Assessment
School/System Report

Alabama
Alternate Assessment

School Report

School: ANYSCHOOL

Grade: 5

Test Date: Spring 2007

Sys-Sch#: 123-4567

System: ANYSYSTEM

Simulated Data

Reading

Number Tested:	10
Mean Total Score:	63.2
Maximum Possible Score:	90

Achievement Level	Number	Percent
Level I	1	10
Level II	2	20
Level III	4	40
Level IV	3	30

Content Standards	Points Possible	Mean Points Earned	Mean Complexity	Mean Level of Assistance	Mean Mastery
Identify words with more than one meaning	30	30.0	2.1	1.1	2.8
Draw conclusions about characters based on actions	30	15.8	2.3	1.3	2.6
Use phonetic skills to read unfamiliar/ multi-syllable words	30	17.5	1.2	2.2	2.3

Mathematics

Number Tested:	9
Mean Total Score:	75.9
Maximum Possible Score:	120

Achievement Level	Number	Percent
Level I	1	11
Level II	1	11
Level III	3	33
Level IV	4	44

Content Standards	Points Possible	Mean Points Earned	Mean Complexity	Mean Level of Assistance	Mean Mastery
Count by 5's to 100	30	18.4	2.4	2.1	2.1
Add 2-digit numbers without regrouping	30	18.6	1.8	2.2	2.3
Count like coins up to $1.00	30	16.3	2.5	2.6	1.2
Analyze data to determine time needed for activities	30	20.8	1.8	1.8	1.8

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Page 1

Level I: Does Not Meet Standards
Level II: Partially Meets Standards
Level III: Meets Standards
Level IV: Exceeds Standards

Mean Total Score based on raw scores.

Alabama Alternate Assessment
Master List

Alabama
Alternate Assessment

Student List

School: ANYSCHOOL

Grade: 5

Test Date: Spring 2007

Sys-Sch#: 123-4567

System: ANYSYSTEM

Simulated Data

Achievement Levels Key
Level I: Does Not Meet Standards
Level II: Partially Meets Standards
Level III: Meets Standards
Level IV: Exceeds Standards

	Reading							Mathematics					
	Points Possible: 90		Content Standards Points Earned					Points Possible: 120		Content Standards Points Earned			
Student Name	Points Earned	Achievement Level	Identify words with more than one meaning	Draw conclusions about characters based on actions	Use phonetic skills to read unfamiliar/ multi-syllable words			Points Earned	Achievement Level	Count by 5's to 100	Add 2-digit numbers without regrouping	Count like coins up to $1.00	Analyze data to determine time needed for activities
AMBROSINI, JEANNIE M Student ID Number: 0011223344	80	III	28	28	22			60	II	10	17	15	18
BRADFORD, KENDRA L Student ID Number: 0001122334	60	II	13	23	24			33	I	8	9	10	6
BREAULT, REGINA M Student ID Number: 0123456789	75	III	25	22	28			45	II	15	10	12	8
DONNELLY, KALEB P Student ID Number: 1122334455	88	IV	27	25	36			88	III	24	15	23	27
DOUCETTSMALL, WILLIAM P Student ID Number: 1234567890	20	I	10	5	5			26	I	9	9	6	2
FRANKLIN, KAYLIN J Student ID Number: 0000123456	85	II	19	12	24			73	II	19	22	20	12
MORGENSTERN, TREVOR A Student ID Number: 2345678910	76	III	33	21	22			38	I	9	8	7	14
NICKOLSON, MADISON A Student ID Number: 0000012345	78	III	31	24	23			48	II	11	12	10	16
ORTIZ, JUANITA M Student ID Number: 0000064321	45	II	13	17	15			10	I	4	3	3	0
WWWWWWWWW, WWWWWW W Student ID Number: 4567890123	25	I	9	7	9			10	I	2	3	3	2

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Alabama Alternate Assessment
State Report

Alabama
Alternate Assessment

State Report

State: ALABAMA

Grade: K

Test Date: Spring 2007

Reading

Number Tested:	14
Mean Total Score:	75.4
Maximum Possible Score:	150

Achievement Level	Number	Percent
Level I	5	36
Level II	4	29
Level III	3	21
Level IV	2	14

Content Standards	Points Possible	Mean Points Earned	Mean Complexity	Mean Level of Assistance	Mean Mastery
Identify 2 phonemes as alike/different	30	18.1	1.4	2.0	2.0
Track simple words read aloud	30	15.1	1.2	1.9	1.9
Identify letters	30	17.2	1.9	1.9	2.1
Match spoken words to objects/actions	30	12.9	1.5	1.8	1.9
Answer yes/no questions about objects, actions, events	30	14.1	1.4	1.8	1.9

Mathematics

Number Tested:	N/A
Mean Total Score:	N/A
Maximum Possible Score:	N/A

Achievement Level	Number	Percent
Level I		
Level II		
Level III		
Level IV		

Content Standards	Points Possible	Mean Points Earned	Mean Complexity	Mean Level of Assistance	Mean Mastery

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Level I Does Not Meet Standards
Level II Partially Meets Standards
Level III Meets Standards
Level IV Exceeds Standards

Mean Total Score is based on raw scores
N/A Test not administered at this grade

CTB ID: 20070723M01 0207006-01-0000001

Alabama Alternate Assessment
CSSO Report

Alabama
Alternate Assessment

Chief State School Officer's Report

State: ALABAMA

Test Date: Spring 2008

Simulated Data

	Reading					Mathematics					Science				
	Total Number Tested	Achievement Levels Percent of Students				Total Number Tested	Achievement Levels Percent of Students				Total Number Tested	Achievement Levels Percent of Students			
		Level I	Level II	Level III	Level IV		Level I	Level II	Level III	Level IV		Level I	Level II	Level III	Level IV
STATE SUMMARY															
Grade K	310	27	116	119	48	N/A					N/A.				
1	330	44	125	108	53	N/A					N/A.				
2	315	18	133	114	50	N/A					N/A.				
3	450	57	157	180	56	450	52	120	228	50	N/A.				
4	500	63	150	246	41	500	61	136	263	40	N/A.				
5	1015	149	247	485	134	1015	150	225	507	133	1015	186	225	454	150
6	1030	162	274	448	146	1030	160	281	466	123	N/A.				
7	1010	162	258	438	152	1010	155	283	454	118	1010	183	187	507	133
8	575	74	147	304	50	575	72	160	298	45	N/A.				
11	500	74	131	241	54	500	71	123	256	50	500	123	103	256	18
AAASYSTEMUVWXYZ															
Grade K	14	2	6	5	1	N/A					N/A.				
1	14	0	5	6	3	N/A					N/A.				
2	15	3	7	4	1	N/A					N/A.				
3	26	5	10	9	2	26	2	9	10	5	N/A.				
4	40	10	10	15	5	40	5	15	10	10	N/A.				
5	55	13	19	13	10	55	10	13	23	9	55	6	21	19	9
6	40	5	15	10	10	40	0	19	15	6	N/A.				
7	37	10	19	13	10	37	0	29	19	11	37	5	19	18	5
8	20	3	5	7	5	20	5	7	7	1	N/A.				
11	23	0	10	10	3	23	1	9	11	2	23	3	12	9	1
BBBSYSTEMUVWXYZ															
Grade K	0					N/A					N/A.				
1	9	--	--	--	--	N/A					N/A.				
2	15	1	7	7	0	N/A					N/A.				
3	18	2	6	7	3	18	3	7	7	2	N/A.				
4	25	3	5	14	3	25	3	6	7	3	N/A.				
5	23	2	7	7	7	23	7	5	14	2	23	2	8	9	4
6	26	2	5	14	5	26	5	7	7	2	N/A.				
7	13	3	0	7	3	13	0	3	14	3	13	1	5	6	1
8	35	8	7	13	7	35	7	7	13	8	N/A.				
11	32	5	7	17	3	32	3	7	17	5	32	5	15	16	4

Achievement Levels Key
Level I: Does Not Meet Standards
Level II: Partially Meets Standards
Level III: Meets Standards
Level IV: Exceeds Standards

-- : Summary scores will not be reported for less than 10 students.
N/A: Test not administered at this grade.

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Alabama Alternate Assessment
Student Label

Alabama
Alternate Assessment

Student Label (shown actual size 4" x 1.4") Form 278

Alabama
Alternate Assessment
MORGENSTERN, TREVOR

Grade: 5
Age: 11-02
Student ID No: 0123456789
Test Date: Spring 2008
School: ANYSCHOOL
System: ANYSYSTEM

Spring 2008	Total Reading	Total Mathematics	Total Science
Points Possible	90	120	90
Points Earned	62	53	62
Achievement Level	III	II	II

Appendix M

Required Bid Forms

IMMIGRATION STATUS

I hereby attest that all workers on this project are either citizens of the United States or are in a proper and legal immigration status that authorizes them to be employed for pay within the United States.

_____
Signature of Contractor

_____
Witness

Disclosure Statement

http://www.ago.state.al.us/publications.cfm

State of Alabama
Disclosure Statement

(Required by Act 2001-955)

ENTITY COMPLETING FORM

ADDRESS

CITY, STATE, ZIP — TELEPHONE NUMBER ( )

STATE AGENCY/DEPARTMENT THAT WILL RECEIVE GOODS, SERVICES, OR IS RESPONSIBLE FOR GRANT AWARD

ADDRESS

CITY, STATE, ZIP — TELEPHONE NUMBER ( )

This form is provided with:

☐ Contract ☐ Proposal ☐ Request for Proposal ☐ Invitation to Bid ☐ Grant Proposal

Have you or any of your partners, divisions, or any related business units previously performed work or provided goods to any State Agency/Department in the current or last fiscal year?

☐ Yes ☐ No

If yes, identify below the State Agency/Department that received the goods or services, the type(s) of goods or services previously provided, and the amount received for the provision of such goods or services.

STATE AGENCY/DEPARTMENT	TYPE OF GOODS/SERVICES	AMOUNT RECEIVED

Have you or any of your partners, divisions, or any related business units previously applied and received any grants from any State Agency/Department in the current or last fiscal year?

☐ Yes ☐ No

If yes, identify the State Agency/Department that awarded the grant, the date such grant was awarded, and the amount of the grant.

STATE AGENCY/DEPARTMENT	DATE GRANT AWARDED	AMOUNT OF GRANT

1. List below the name(s) and address(es) of all public officials/public employees with whom you, members of your immediate family, or any of your employees have a family relationship and who may directly personally benefit financially from the proposed transaction. Identify the State Department/Agency for which the public officials/public employees work. (Attach additional sheets if necessary.)

NAME OF PUBLIC OFFICIAL/EMPLOYEE	ADDRESS	STATE DEPARTMENT/AGENCY

2. List below the name(s) and address(es) of all family members of public officials/public employees with whom you, members of your immediate family, or any of your employees have a family relationship and who may directly personally benefit financially from the proposed transaction. Identify the public officials/public employees and State Department/Agency for which the public officials/public employees work. (Attach additional sheets if necessary.)

NAME OF FAMILY MEMBER	ADDRESS	NAME OF PUBLIC OFFICIAL/ PUBLIC EMPLOYEE	STATE DEPARTMENT/ AGENCY WHERE EMPLOYED

If you identified individuals in items one and/or two above, describe in detail below the direct financial benefit to be gained by the public officials, public employees, and/or their family members as the result of the contract, proposal, request for proposal, invitation to bid, or grant proposal. (Attach additional sheets if necessary.)

Describe in detail below any indirect financial benefits to be gained by any public official, public employee, and/or family members of the public official or public employee as the result of the contract, proposal, request for proposal, invitation to bid, or grant proposal. (Attach additional sheets if necessary.)

List below the name(s) and address(es) of all paid consultants and/or lobbyists utilized to obtain the contract, proposal, request for proposal, invitation to bid, or grant proposal:

NAME OF PAID CONSULTANT/LOBBYIST	ADDRESS

By signing below, I certify under oath and penalty of perjury that all statements on or attached to this form are true and correct to the best of my knowledge. I further understand that a civil penalty of ten percent (10%) of the amount of the transaction, not to exceed $10,000.00, is applied for knowingly providing incorrect or misleading information.

Signature Date

Notary's Signature Date Date Notary Expires

Act 2001-955 requires the disclosure statement to be completed and filed with all proposals, bids, contracts, or grant proposals to the State of Alabama in excess of $5,000.