Addendum #1:   Item: Benchmark & Formative Assessment   Bid: 173-22007

The purpose of this addendum is to provide an update to the following items. The following sections have been updated and no longer apply to the Request for Proposal (RFP). Please see below.

1. **III. Invitation to Submit Proposal**

Delivered By US Postal Service, FedEx, UPS, or other courier services	Hand Delivered
Purchasing Bid **#173-22007**-(Please reference bids using this number in bold) Cumberland County Schools 810 Gillespie Street Fayetteville NC 28306	Call 910-678-2420 for an appointment to deliver your bid in person
IMPORTANT: The Bid Number from page 1 must be shown on the outside of the envelope.	

2. **IIIa. Requirements**

300	Data Integration		
	d. Vendor must have an individual who is authorized to execute contracts sign our Data Security Agreements (DSA) ~~(included in Attachments G and H)~~--modified	Yes	No

3. **IIIc. Submission of RFP Proposals Instructions**

~~The proposal shall consist of six parts.~~ The following portion of this section has been omitted.
   ~~Page 2 – Proposal Form~~
   ~~Page 3 – Request to Add Vendor Form~~
   ~~Page 4 – Proposal Cover Page~~
   ~~Pages 5 – Project Overview, Training, and Criteria for Evaluation of Proposals (include an overview of the programs and support services proposed which will allow the district to determine the quality of services provided.~~
   ~~Page 19, 22 & 23 – Cost (provide a specific description of your pricing structure)~~
   ~~Page 32 – Assurances and Signature Form~~

4. **X. Timeline**

Date	Action Steps
April 23	RFP posted to the District Website and sent to identified vendors. ~~Electronic submission of proposals is preferred, but not required.~~: This item has been modified. Sealed bids only, please.

Questions and Answers Addendum   Item: Benchmark & Formative Assessment   Bid: 173-22007

The purpose of this addendum is to answer questions submitted to provide clarification throughout sections to the RFP: Benchmark and Formative Assessment.

	Question	Response
1	Does the RFP for 3rd grade ELA need to include 3rd grade Read to Achieve alternatives?	The 3rd-grade alternative to Read to Achieve is not required, however, if it is an available component within the proposed assessment system, please include the cost structure of this component.
2	Do we need to include pricing for Item Bank as well?	If access to the item bank is a separate fee from a district assessment tool, you should also include that pricing in the proposal.
3	Will CCS accept DocuSign signatures on the required forms to be returned with vendor responses?	Please see Section **III. Invitation to Submit Proposal on page 4.** *Since this is considered a "Sealed Bid" submittal must be through hard copy only.*
4	Given the COVID-19 pandemic and a shortage of resources for businesses, would CCS consider electronic proposal submissions for this RFP?	Please see Section **III. Invitation to Submit Proposal on page 4.** *Since this is considered a "Sealed Bid" submittal must be through hard copy only.*
5	Pg. 12 of the RFP indicates a need for a "formative assessment score report (indication of performance based on CCS pacing documents and excluding areas not yet explicitly taught)". If possible, please provide an example of the type of report CCS is looking for with this requirement.	Assessments should be tailored to the CCS pacing guides which are aligned to the North Carolina Standard Course of Study and EOG test specifications. The district is seeking reports that provide performance on the standards, goals, and depth of knowledge of the questions.
6	Does the district desire custom development for the ACT Prep portion of the RFP?	No. Custom development is not required for the ACT. We want the assessment aligned to readiness levels and specifications on the ACT.
7	Are the optional ACT Test Prep assessments required to be fully integrated with the Benchmark and Formative Assessment Services platform? Will CCS consider proposals for two separate systems, provided that both the Benchmark and Formative system and the ACT Prep system are integrated with Cumberland's single sign-on (SSO)?	It is the preference of the district to have the ACT Test Prep and Benchmark and Formative Assessment tools in a single system but will consider two separate systems.
8	Will CCS consider solutions for ACT test prep that meets some but not all of the requirements on pages 8 and 13?	Yes, we will consider meeting partial requirements

9	Does the district plan to award to multiple vendors?	While it is the initial intent of Cumberland County Schools to award one vendor, if it is determined that it is in the best interest of the District and its stakeholders, we may award multiple vendors.
10	On page 7, the RFP text states that all tests will become the property of the CCS. Given this statement, please confirm that the district is seeking custom development. The timeline would seem to indicate the district is seeking an "off-the-shelf" solution.	The district is requesting that all assessments are aligned to CCS established pacing, the NC standard course of study, and NCDPI End of Grade and End of Course test specifications.
11	Section V. Requirement Credentials (page 21) indicates that the bidder must provide detailed information about its credentials to include licensing status with the state of North Carolina and the Board of Education. Can you clarify the requirements around licensure?	Provide any licensing you may have with the state of North Carolina or any other board that may be helpful with our review.
12	The Attachment D: References form indicates that Vendors shall provide at least three (3) references for similar size and scope projects, for which comparable services and supplies have been provided. One (1) of these references must be public school districts in North Carolina. Please confirm that the vendor is required to have had a contract with an NC school district?	The district is not required. However, if you have an NC contract we would like to hear from a customer within the state who would be addressing the same standards, specifications, and state assessment systems. If you do not have an NC customer, prospective vendors should indicate and share projects that meet the other requirements,
13	Can you provide information on the allotted budget for this work?	I am unable to provide information on the allotted budget for this work.
14	Can you confirm that administration of the benchmark and formative assessments would need to begin in the fall of 2021?	Yes, the administration would begin in fall 2021.
15	How many test forms are needed per subject and grade?	At least one form is needed per administration per subject and grade level.
16	Is there a need for the refreshment of assessment forms (and thus the need for continued item development) for the administration year(s) following 2021-2022?	Yes, Benchmark test items should be unique to each school year. Continued item development would be necessary.
17	If the vendor uses district educators for committee meetings, tryouts, etc., is the vendor responsible for paying per diem amounts or will the district be responsible? If the vendor is paying the per diem amounts, what is the per diem rate?	The amount of time required for the committee and tryouts would need to be determined before a decision can be made on who will be responsible for paying teachers. Teachers are paid at their hourly rates and hourly rates vary by experiences.

18	Will the benchmark assessments be used for state and/or federal accountability purposes?	The benchmark assessments are formative and will be used for local instructional purposes.
19	On page 6, under Benchmark Services Non-Negotiables, the RFP indicates that the vendor will create a customized plan that includes timelines for professional development and support that includes recommendations for training of CCS Principals and School Test Coordinators, technical onboarding assistance, online job-embedded resources, and easy online access to chat with support professionals. Can you clarify what is meant by online job-embedded resources?	Readily available resources that can be used by educators as needed to utilize the product.
20	What are the equating requirements for this program?	Test forms should be similar in difficulty and content.
21	Could CCS clarify what is needed for the "professional development" referenced at the bottom of page 5?	Professional development refers to support provided by the vendor on test administration, procedures, guidelines, and data analysis of available reports.
22	Page 7: Could you clarify how you will use the formative assessments described as being given three times a year differently than the benchmark assessments that are also being used at the same frequency. Would you define them as "progress checks"?	The benchmark assessment would serve as the district formative tool for checking on the student progress and understanding of the grade-level standards being taught.

23	Page 7: Could CCS provide more specific information on testing administration?
	
	    ○ Number of Benchmarks by subject and grade
	    ○ Administration windows for benchmarks
	    ○ Number of formatives by subject and grade and administration windows
		Number of Benchmarks: Please refer to IIIB: Official Bid Price Sheet to view student numbers.
		
		Administration Windows: Please refer to 102: Testing Administration
		
		Numbers of formatives: Please refer to IIIB: Official Bid Price sheet

24	Page 7: Regarding "practice items", what does CCS expect as an appropriate number of practice items?	Please refer to box number 4 where this context only references an appropriate number of test items. CCS would like vendors to provide an adequate number of items that address standards from the NCSCOS and to support each formal assessment as well as inclusion in a separate bank of practice items available to teachers in the development of classroom assessments.

25	Page 8: Is CCS referencing "Predictability Values" related to EOG/EOC?	Yes, this refers to each of the given benchmarks.
26	On page 13, item b states "CCS will continue to use the same process and timelines for reporting scores and results from the ACT Test Prep assessments are currently used." Please clarify what ACT Test Prep assessments are currently being used, whether the assessments are online or paper-based, and what grades are included.	The ACT Prep assessments refer to the national site test prep assessments from ACT.

In alignment with the ACT assessment, it is preferred that test prep assessments have both options for paper-based and online administration.

While ACT Test Prep items could include those appropriate for all high school grade levels, the ACT Prep focus is for 11th-grade test administration. |
27	**Format** Do you require responses to be typed directly into the tables provided within the RFP? Or may we recreate them in our narrative document? For example, should we type into Attachment D: References (page 17 of the RFP) or may we include that information in our proposal format?	No, you may recreate them in your narrative document.
28	**Format** On page 15 of the RFP, it states that a "specific description of your pricing structure" must be included. However, the pricing form provided on page 14 of the RFP does not appear to have space to elaborate. May we use a different format and/or attach additional information?	Yes.
29	**Format** On page 21 of the RFP, V. Required Credentials lists that specific detailed information must be included. Can you provide clarity on where, specifically, in the required format, we should include these?	These details should be included when submitting biographical information about the vendor.
30	**Requirements #100** Please clarify how you are using the benchmark assessments vs. the formative assessments. Are you able to provide a draft of your assessment calendar or provide administration windows for both benchmark and formative assessments? How many summative/benchmark assessments will be administered?	The benchmark assessments will be given three times per year with a cumulative assessment. Our calendar has not been created for 2021 but benchmarks normally October, December, and February for K-8 schools. Twice during the semester for high school EOC courses- Math I, Math III, English II, and Biology. The cumulative will occur approximately 6 weeks prior to the end of the year and approximately 4 weeks before the end of the semester.

31	**Requirements #101** There is a mention of benchmark assessments being aligned to pacing. Is it possible that you want benchmark/summative assessments to be aligned to your EOC/EOG state assessments and then have the formative assessments aligned to the district-determined pacing? Are you expecting item samples to be submitted with the response? How many?	We want both, the tests should align with the NC EOG/EOC test specifications and the content standards taught in the window of the assessment. The cumulative benchmark should cover the standards taught for the entire year.
32.	**Requirements #102** Please clarify the number of formative assessments administered for Math I, Math III, English II, and Biology? Are these year-long courses for which there will be two assessments in the fall and two in the spring per course? About how many items per assessment will you need, on average, for each summative/benchmark and formative assessment?	Twice during the semester for high school EOC courses- Math I, Math IIi, English II, and Biology. The summative/cumulative approximately 4 weeks before the end of the semester. Assessment items should align with the test specifications and best practices in test development.
33.	**Requirements #103** Can you provide an example of a "text manipulation" item or let us know your thinking behind this item type?	When the assessment is administered online, are students able to highlight text, circle text, and etc?
34.	**Professional Development** Does the District have a preference for professional learning (i.e. Train-the-Trainer) and/or other constraints, such as schedule or budget, that may help us craft a more tailored plan?	We would want a combination of both direct training and train the trainer. Training options would need to be offered both during school hours and after school. We are open to online training as well.
35.	**Professional Development** Does the District have a Learning Management System/Content Repository that is used for faculty professional development?	We do have a Learning Management System, Canvas, that is used for both our students and professional learning for staff.
36.	**Pg. 12 of the RFP** indicates a need for a "formative assessment score report (indication of performance based on CCS pacing documents and excluding areas not yet explicitly taught)". If possible, please provide an example of the type of report CCS is looking for with this requirement.	Assessments should be tailored to the CCS pacing guides which are aligned to the North Carolina Standard Course of Study and EOG/EOC test specifications. The district is seeking reports that provide performance on the standards, goals, and depth of knowledge of the questions.

37.	**Page 13 of the RFP** states, "Score reports for the computer-based assessment administrations of the tests will be provided." Will CCS accept ACT test prep solutions using paper-based assessments, or are only computer-based assessments allowed?	In alignment with the ACT assessment, it is preferred that test prep assessments have both options for paper-based and online administration.
38.	**Page 9:** What progress monitoring tools is CCS currently using?	Istation: K-3 ELA, Successmaker: K-8 Math, 4-8 ELA, Schoolnet, Transcend