



State of New Jersey
DEPARTMENT OF THE TREASURY
DIVISION OF PURCHASE AND PROPERTY
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TRENTON, NEW JERSEY 08625-0230

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Governor

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State Treasurer

February 20, 2004

Addendum #1

Re: New Jersey Alternate Proficiency Assessments
04-X-36560

Bid Proposal Date: March 11, 2004, 2:00 P.M.

Dear Bidders Conference Attendees:

This letter and its attachments form Addendum #1 to the New Jersey Alternate Proficiency Assessment RFP, 04-X-36560. The addendum is composed of three parts:

- Part I - Attendees at the Bidder Conference
- Part II - Questions, Answers and Comments
- Part II - Changes to the RFP

The Stage 3 Bid Proposal due date remains scheduled for March 11, 2004 at 2:00 pm.

It is important for bidders to review and cross-reference this addendum to the RFP prior to preparing a bid. You should direct any additional questions or comments about the RFP to me at 609-984-6241.

Sincerely,

Edward T. Cotterell

Edward T. Cotterell
Contract Procurement Specialist

Part I
Attendees at the Bidders Conference

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Part II

Questions (Q), Answers (A) and Comments (C) in Response to the Questions Submitted

Page, Section	Question and Answer or Comment
Page 9, Section 1.2	<p>Q1. The RFP focuses on continuation of the alternate portfolio. Page 9 references alternate portfolio and performance-based assessments. Does the NJDOE anticipate adding performance events/tasks or other alternative formats to the APA during this contract?</p> <p>A. No, not at this time.</p>
Page 9, Section 1.2	<p>Q2. What matching criteria that should be used for the Spring 2004 administration since materials and student identification will have been performed by another vendor?</p> <p>A. No matching is required: we do not collect specific student data until the portfolios are collected.</p>
p. 16, 3.2.10	<p>Q3. What is the estimated number of users who will be using the web site? Will the web site need to be operational year round or just during periods of administration?</p> <p>A. 2000-3000 users per year; yes, the site must operate year round.</p>
p. 17, 3.2.14	<p>Q4. The RFP references reporting of the total enrolled count and the total tested count. For the total enrolled population, does this refer to the number of students enrolled in the APA program or the total number of students enrolled in a given district, school, statewide, etc.? Please clarify the enrollment population for reporting.</p> <p>A. The enrollment population for reporting is identical to the number of students participating in the APA, approx. 3500-4000 in the current year.</p>
p. 18, 3.3	<p>Q5. The RFP states that, “in this contract, the contractor shall never reimburse NJDOE staff for lodging and meals.” Please confirm that the vendor will be responsible for these costs but will pay the hotels directly as opposed to reimbursing NJDOE staff.</p> <p>A. The contractor will not pay for any expenses incurred by individual NJDOE staff, be that individual meals, hotel rooms, or travel expenses either directly as a reimbursement to the NJDOE staff member or indirectly such as paying the hotel for a hotel room where NJDOE staff stay or airlines for plane tickets needed for NJDOE staff travel. NJDOE staff will seek reimbursement for on-the-job expenses from NJDOE. NJDOE staff are not paid honoraria. The contractor should include NJDOE staff as attendees to committee meetings and training sessions so the NJDOE staff would participate in items provided to all attendees such as refreshments for a committee meeting or training session.</p>
p. 18, 3.3	<p>Q6. Related to above – is the contractor responsible for paying travel expenses (airfare etc.) for NJDOE staff?</p> <p>A. No. See answer above.</p>

Page, Section	Question and Answer or Comment
p. 18, 3.3	<p>Q7. Is the contractor responsible for making travel arrangements for NJDOE and/or district staff?</p> <p>A. No. Making travel arrangements generally require deposits for reservations and that contradicts the rule that the contractor will not pay for any expenses incurred by an individual NJDOE staff person.</p>
p. 18, 3.3	<p>Q8. Is the contractor ever responsible for substitute teacher reimbursements? If so, when and how much?</p> <p>A. No.</p>
p. 18, 3.3	<p>Q9. Could you be more specific about the number of meetings, number of days per meeting, and number of attendees at each meeting?</p> <p>A. See page 20, section 3.6.1</p>
p. 18, 3.3	<p>Q10. This section describes “three (3) such NJDOE visitation events.” Please clarify what NJDOE staff expenses the contractor will be responsible for. The RFP specifies that the contractor will be responsible for meals and lodging for district staff – is the contractor also responsible for travel expenses such as airfare for district staff?</p> <p>A. See answer to questions above. The contractor is not responsible for paying for expenses incurred by NJDOE staff persons.</p>
Page 18, 3.3	<p>Q11. Meeting Site Logistics, indicates the contractor shall never reimburse NJDOE staff for lodging or meals. Page 26, 3.9.3 Benchmarking and Benchmarking Committee, requires lodging/meal accommodations for up to three NJDOE staff. Please provide further clarification regarding meal and lodging reimbursements for NJDOE staff.</p> <p>A. See the answers above. The reference to paying for lodging and meals in Section 3.9.3 is deleted by this addendum. See part III of this addendum.</p>
Page 18, 3.3	<p>Q12. Please provide adequate information to allow bidders to account for bearing the cost for accommodations for committee members/attendees with disabilities, e.g., ASL interpreters, Braille, large print materials etc.?</p> <p>A. Normally, we would require one ASL interpreter team per meeting; we would not require Braille or large-print materials.</p>
p. 18, 3.4.1	<p>Q13. The Advisory Committee meets 6 times each year. How long is each meeting?</p> <p>A. One day each</p>
p. 19, 3.4.2	<p>Q14. How many times per year does the Curriculum Frameworks committee meet and for how many days?</p> <p>A. Approximately three times per year for 3-4 days.</p>
p. 19, 3.6	<p>Q15. The contractor is encouraged to propose cost-effective alternatives to in-person training. Where should these alternatives be listed on the cost pages?</p> <p>A. Bidders must submit bids and bid prices on the price schedule that reflect all work as specified in the RFP. In the written portion of the bid proposal, bidders may discuss ideas that improve the assessment process or reduce expenses. Those</p>

Page, Section	Question and Answer or Comment
	<p>ideas will be considered when the State evaluates bids for price and other factors. However, a contract award does not imply acceptance of the bidder's proposed improvements and changes. After contract award, the contract awardee must restate work adjustments and cost saving ideas to NJDOE. If NJDOE rejects any or all of those ideas, the contractor will be obligated to perform the work of the RFP as specified at the price bid. If any ideas are accepted by NJDOE, NJDOE will prepare a contract modification that describes scope of work and price adjustments and send that to the Division of Purchase and Property in the Department of the Treasury. The Director of the Division of Purchase and Property must approve all modifications and price adjustments to contracts before they take effect.</p>
p. 21, 3.7	<p>Q16. Does the NJDOE want the science pilot scoring to occur in-state or at the contractor's scoring center? Do the 10 paid scorers need to be NJ educators? Do the five days listed for pilot scoring include scorer training?</p> <p>A. We anticipate that the science pilot would be scored out of state, at the contractor site's; we welcome proposals that provide for NJ educator participation in the scoring process.</p>
p. 21, 3.7	<p>Q17. Does the NJDOE want each science pilot portfolio to be scored once or twice?</p> <p>A. Twice, at minimum.</p>
Page 21, 3.7	<p>Q18. Will the paid scorers in the Science pilot be NJ teachers or does the department desire external scorers?</p> <p>A. We expect the paid scorers to be external scorers.</p>
Page 21, 3.7	<p>Q19. Please provide any updates available on the schedule and timelines for the science pilot and its implementation?</p> <p>A. At present, the DOE expects to administer the pilot in 2004-2005.</p>
Page 21, 3.7	<p>Q20. Which grades will pilot test the Science assessment?</p> <p>A. Grades 4 and 8; depending on forthcoming state policy decision regarding HSPA science testing, grade 11 may have to be included as well.</p>
p. 21, 3.8	<p>Q21. Is the contractor responsible for providing video and audiotapes to the districts? If so, what are the approximate numbers for each?</p> <p>A. No</p>
p. 21, 3.8	<p>Q22. When are the binders provided - in the fall at the beginning of the collection period or in the spring? Have the binders for 2003-04 already been delivered?</p> <p>A. Late fall; yes the 2003-2004 binders have been delivered.</p>
Page 21, Section 3.8	<p>Q23. Production and Distribution of APA Administration Manuals to Districts, states: "The contractor shall be responsible for supplying and mailing all binders and other materials relevant to the collecting of evidence, to the schools." Elsewhere in the paragraph, districts are referenced, not schools. Should this sentence read "to the districts" instead of "to the schools?"</p> <p>A. Binders are shipped to districts, but grouped by school within district.</p>

Page, Section	Question and Answer or Comment
p. 21, 3.8.1	<p>Q24. Have the header scan sheets already been provided for 2003-04?</p> <p>A. No</p>
p. 21, 3.8.2	<p>Q25. For the Spring 2004 administration, how will assessed and non-assessed students be identified to vendors?</p> <p>A. There is no immediate plan for identifying “non-assessed students,” which, for the APA, means students that did not take the regular assessment and should have been assessed via the APA but were not. The DOE has an interest in identifying these students and including them in the APA program.</p>
Section 3.8.3	<p>Q26. Are examples/samples of the current program’s data-capture and/or scannable documents being used for the 2003-2004 program cycle available for review?</p> <p>A. Yes – they were distributed at the bidders meeting. Scanned copies are attached to this addendum.</p>
Section 3.8.3	<p>Q27. To facilitate accurately capturing the pricing sheet information would the NJDOE please provide a word or excel copy of the pricing schedule?</p> <p>A. No.</p>
p. 22, 3.8.5	<p>Q28. Please confirm that the portfolio contains four entries (one for each of two content standards in each of two content areas), not two in all as the current wording implies.</p> <p>A. Yes, the DOE confirms four entries.</p>
p. 22, 3.8.5	<p>Q29. Does the NJDOE anticipate that the number of entries per portfolio will increase over the course of the contract?</p> <p>A. Yes – to include the science content area.</p>
p. 23, 3.8.5	<p>Q30. When exactly does the collection period end in April 2004? When can the contractor begin to collect the portfolios?</p> <p>A. April 1, 2004: the contractor can begin collection immediately thereafter.</p>
p. 23, 3.8.6	<p>Q31. Approximately how much does each portfolio weigh?</p> <p>A. The weight will vary, depending on the contents; each portfolio is housed in a 3-inch binder.</p>
p. 24, 3.8.9	<p>Q32. What software platform is being used for development of the statewide student-level database? Who is developing the database?</p> <p>A. Not known at this time; the RFP for the project has not yet been released; therefore, the developer is not yet determined.</p>
p. 25, 3.9.1	<p>Q33. How long does it usually take for one scorer to score each portfolio? Does the same scorer score all content areas in each portfolio or should the scorers be divided into Math and LAL groups? Are the scorers divided into grade level groups?</p> <p>A. One hour. The DOE welcomes bidder recommendations on how the scoring is to be assigned.</p>

Page, Section	Question and Answer or Comment
p. 25, 3.9.1	<p>Q34. Would the NJDOE consider a plan to score in less than 6 weeks? For example, could the contractor train more scorers and complete the scoring in 4 weeks in order to meet the reporting deadline?</p> <p>A. Yes; yes.</p>
p. 25, 3.9.1	<p>Q35. The RFP states that “scoring must take place in the period March-May” but the RFP indicates elsewhere that the portfolio evidence collection period ends in April. Is it possible that the NJDOE will end the collection period earlier so that scoring could occur sooner?</p> <p>A. Yes - In 2004, the collection period ends April 1; in the future, it will end March 1.</p>
p. 25, 3.9.1	<p>Q36. Please define “scoring director.” Is this the person who trains and supervises the scorers or is it the project director/manager?</p> <p>A.The scoring director is the person who trains and supervises the scorers.</p>
p. 25, 3.9.1	<p>Q37. This section states that score reports for the second and future years will be due by June 1. This section refers to ISR's and disaggregated school and district performance summaries. On page 29, section 3.11.4, the RFP states that ISR's, section rosters, roster summaries and school and district summary reports are due to the districts no later than the first week of November. Please clarify reporting due dates. Are there two cycles of reporting (June and November)?</p> <p>A. In future years, the scoring deadline will be June 1; for 2004, it is as close to June 1 as will be feasible. There are not two separate reporting cycles.</p>
Page 25, 3.9.1	<p>Q38. Scoring of the APA, presumes scoring will take place outside the State, possibly at the contractor’s site, yet page 26, 3.9.4 Scorer Qualifications and Training, requires that scorers have New Jersey certification in special education. Please provide further clarification regarding required scorer qualifications and in-state versus out-of-state scoring.</p> <p>A. In view of its need to have scoring completed by June, the DOE no longer expects that APA scoring can occur in-state or be performed by NJ special education teachers. Bidders are expected to identify the level of special education expertise their scorer pool will possess. We seek as high a level of expertise as is compatible with the reporting deadlines and other contract parameters. The following describes the qualifications the NJDOE requires for APA scorers under this anticipated contract:</p> <p>At minimum, scorers must possess a bachelor's degree from an accredited four-year college or university. In addition, the contractor must ensure that throughout the scoring period at least 20% of the scorers possess special education certification, graduate degrees in special education, or classroom experience with students with severe disabilities. This 20% will serve as a readily available and ongoing resource to APA scorers who lack this training or experience. As such, this 20% must reflect, to the degree compatible with other program requirements and cost efficiency, a wide range of relevant expertise. In selecting applicants for the remaining scoring positions, the contractor, must give priority to those possessing experience with children with severe disabilities, e.g., speech pathologists, occupational therapists, school psychologists, and others, as appropriate. Bidders must describe their capacity to provide such a</p>

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	<p>scorer pool in their proposals.</p> <p>See Part III of this addendum where we insert the above into Section 3.9.4.</p>
Page 25, 3.9.1	<p>Q39. Scoring of the APA, indicates that score reports must be completed by June 1, yet page 29, 3.11.4 Individual Reporting, indicates that reports must be delivered to school districts no later than the first week of November. Please provide further clarification regarding the reporting timeline.</p> <p>A. As stated above, June 1 is the correct date.</p>
Page 25, 3.9.1	<p>Q40. The RFP says the most portfolios scored will be 4000, however when the contract goes to full capacity they are suggesting scoring 1000-1200 each year for each grade 3-8 and 11. Please clarify the number of portfolios to be scored each year for budget and work scope estimation purposes.</p> <p>A. At present, 3500-4000 represent the portfolio totals we expect to experience in 2004 and perhaps 2005; as the DOE implements NLCB requirements, those numbers will expand accordingly, but we cannot be certain of those numbers as this time.</p>
p. 25, 3.9.2	<p>Q41. Has the 2003-04 Portfolio Scoring Guide already been produced? Is there one guide for all grades?</p> <p>A. No it has not; ordinarily, there would be one for all grades.</p>
p. 25, 3.9.3	<p>Q42. Have the Benchmarking meetings for 2003-04 already occurred? What time of year do these meetings usually occur?</p> <p>A. No; they occur in spring, soon after the collection of the portfolios.</p>
p. 25, 3.9.3	<p>Q43. Where does the contractor get examples of portfolios to bring to the Benchmarking meetings?</p> <p>A. From the current scoring year's portfolios.</p>
p. 26, 3.9.4	<p>Q44. The RFP states that all scorers must possess NJ certification in special education. How will the contractor accomplish this during the school year?</p> <p>A. As indicated above, the DOE no longer requires NJ certification for APA scorers based at the contractor's site.</p>
p. 26, 3.9.4	<p>Q45. Page 26 says scorers must have a bachelor's degree and a NJ certification in special education. Since the proposal also calls for out of state scoring, coupled with the fact that NJ teachers will still be in classroom during the new scoring window, is this still a requirement?</p> <p>A. See immediately above. See Part II of this Addendum where we change that requirement</p>
Page 27, 3.10	<p>Q46. Standard Setting: can the Department provide information on which grades and content areas will require standard setting each year?</p> <p>A. The DOE is still considering its standard setting needs; however, it is likely that a standard setting will be required for science only. Separate standards settings would not be required for each grade.</p>

Page, Section	Question and Answer or Comment
RFP Section 3.10	<p>Q47. Standard Setting: Based on the RFP “the contractor should propose a standard setting methodology...for newly operational grade levels and content areas...” Will standard setting only be necessary in Grades 5, 6, and 7 for Math and Language Arts and Grades 4, 8 and 11 in Science? What, if any, additional grades/subject areas will require standard setting? When does the state anticipate these standard setting meetings will occur?</p> <p>A. See immediately above.</p>
RFP Section 3.10	<p>Q48. Standard Setting: Does the state anticipate a separate standard setting process (i.e., 4 day meeting) and committee for each grade and subject area for which proficiency levels need to be established? If not, how many grade/subject areas will one standard setting process encompass?</p> <p>A. See above.</p>
p. 27, section 3.11	<p>Q49. Could we have some clarification on the type of state summary data that will be required? Will the state summary report be separate for the APA and only relate to those students enrolled in the APA program or will there be a comparison to other students on a statewide level?</p> <p>A. Examples of state summary data can be seen on the DOE web site, through the link for Evaluation and Assessment; state summary reports for APA would need to be compatible with the requirements of NCLB and Title I.</p>
p. 29, 3.11.11	<p>Q50. How many copies of the Score Interpretation Manual will the contractor produce?</p> <p>A. approx. 3000</p>
p. 30, 3.11.13	<p>Q51. Please confirm that these workshops are different than the teacher training sessions listed in section 3.6.1. Will the contractor be responsible for lodging for any of these teachers?</p> <p>A. We confirm that they are different; no.</p>
Page 30, 3.11.13	<p>Q52. In-State Scoring Training for Professional Development: if out-of-state scorers are used, shall they be asked to assist in scoring training workshops for NJ educators?</p> <p>A. Yes</p>
Page 30, 3.11.14	<p>Q53. Additional Data Analyses/Conference Support: can the Department give an estimate of the level of resources, both in terms of type of staff (i.e., clerical, psychometric, program management) and amount of time that will be required of a contractor for this requirement?</p> <p>A. Such conference support would include participation in New Jersey Technical Advisory Committee (TAC) meetings, as requested by the NJDOE. These meeting are held three times per year in Princeton, New Jersey, for two days each. Participation would include presentations to the TAC on APA related issues. In practice these meetings might require the attendance of 1-2 contractor staff at each meeting, in most cases for one day only. Specific additional data analyses cannot be predicted at this time; in principle, the NJDOE intends this phrase to denote</p>

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	<p>APA data reports for which need or interest arises as an outgrowth of the ongoing effort to improve the effectiveness of score reporting. This phrase does not denote special projects or reports requiring sizable new programming, research, or human resources.</p>
p. 30, 3.11.16	<p>Q54. Have these questionnaires been developed and distributed for 2003-04?</p> <p>A. Yes</p>
Page 37, 4.4.4	<p>Q55. Section 4.4.4 Price Schedule states that "the price schedule is organized by tasks and requires the submission of both lump sum and unit price bids." Specific task descriptions on pages 37-40 require only a lump sum or unit price. Which requirement prevails? If both need to be provided for each task, there are several tasks in the RFP that do not provide the number of units from which to calculate a lump sum price. For example, Task 4 on page 38 requires the "unit price for additional scoring/reporting quantity of portfolios related to Task 3." If lump sum pricing is required for Task 4, what number of portfolios should we assume?</p> <p>A. Section 4.4.4 of the RFP ties the scope of work to the tasks specified on the price schedule. Therefore, the discussion of Task 1 in Section 4.4.4 describes the work and costs to be included in Task 1, etc. Changes are being made to Section 4.4.4 in Part III of this addendum and bidders should adjust accordingly. Task 4 relates to Task 3. Task 3 is a lump sum price that includes the scoring and reporting for 4500 portfolios in the 2004-2005 school year. If more than 4500 portfolios are scored and reported, then the contractor will be paid the Task 4 unit price per portfolio starting with the 4501st portfolio. If 4500 or fewer portfolios are scored and reported in the 2004-2005 school year, then this unit price will never be used.</p>
Section 5.11	<p>Q56. The RFP, Section 5.11 requires that a bidder list all pre-existing intellectual property that might be used on this project, and also states that any intellectual property not so listed becomes property of the state (even if it was pre-existing). This is impractical for a number of reasons. For example, much of the intellectual property that will or might be used consists of trade secret processes that might never have been distinctly catalogued or categorized, and which therefore cannot be "listed" as such. Therefore, may we respectfully request that the following language be substituted to meet the ultimate needs behind the RFP?</p> <p>5.11 OWNERSHIP OF MATERIAL</p> <p>The following intellectual property related to this contract shall be and remain the property of the State of New Jersey:</p> <p>(a) test items, instructional materials, scoring algorithms and reports developed or delivered pursuant to this contract, regardless of the state of completion; and</p> <p>(b) student testing data collected or test score and reporting information produced pursuant to this contract.</p> <p>To the extent allowable under US Copyright Laws, such works shall be considered "work for hire", i.e., the State, not the contractor or subcontractor, shall have full and complete ownership of all such works. To the extent that any of such works may not, by operation of the law, be a work made for hire in accordance with the terms of this Agreement, contractor or subcontractor hereby</p>

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	<p>assigns to the State all right, title and interest in and to any such works, and the State shall have the right to obtain and hold in its own name and copyrights, registrations and any other proprietary rights that may be available.</p> <p>A. We will not make this change.</p>
Page 63, Price Schedule	<p>Q57. Reference page 63, please clarify which items need to be added together to get the 'Total Bid Price' and what price should be put under 'unit price.' Is it the per year price of producing the 5000 copies of the manual or per manual?</p> <p>A. This is for all editorial and production costs for 5000 copies.</p>
Price Schedule	<p>Q58. Currently four grades are being assessed (3, 4, 8, and 11) – three more grades are to be added – when should these be included in the budget? for 2004-05 or 2005-06</p> <p>A. 2004-2005; however, DOE policy regarding grades 5-7 remains fluid; therefore, the number of portfolios indicated in the price lines must serve as the best guide for planning purposes.</p>
General	<p>Q59. The RFP does not mention a technical advisory committee. Can we assume that the contractor will not need to budget for preparing materials or attending technical advisory committee meetings?</p> <p>A. Bidders should be prepared to participate in NJ's Technical Advisory Committee meetings, which occur three times each year.</p>
General	<p>Q60. Does NJDOE anticipate changing or expanding participation guidelines for the APA per the recent NCLB regulation on AYP and alternate assessment?</p> <p>A. No</p>
General	<p>Q61. Is there a pre-identification process in place for the APA that is similar to the other NJ assessment programs?</p> <p>A. No</p>
General	<p>Q62. Will NJDOE provide a Master file with contact information and enrollments for the 2004 administration?</p> <p>A. Yes, but it will require quality review by the contractor.</p>
General	<p>Q63. Please clarify anticipated frequency and duration of Curriculum Frameworks committees and the content areas the committees will work on. Will there need to be grade level teams or grade span teams (elementary, middle, high, etc.)?</p> <p>A. The Curriculum Frameworks Work Group consists of teachers specializing in selected content areas who meet to modify instructional activities for students with significant disabilities. The committee for 2004 will meet for three days at a central location in NJ. The committee will include a minimum of 15 teachers of students with severe disabilities and general education teachers- 5 elementary, 5</p>

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	<p>middle school and 5 high school - who specialize in each of three content areas selected by the NJDOE. In accord with section 3.3, each participant will be paid an honorarium plus travel expenses. The meeting will be facilitated by contractor and NJDOE staff. The committee for 2005 will consist of 15 teachers as specified above, specializing in the remaining 3 content areas within the Core Curriculum Content Standards. Once again, the committee will meet for three consecutive days at a central NJ location.</p>
General	<p>Q64. Please clarify what testing materials have already been distributed (or are planned to be distributed) for the Spring 2004 Administration.</p> <p>A. It is easier to state what remains to be done: creation and distribution of scan sheet; collection of portfolios; scoring guide; scoring; quality control; reporting.</p>
General	<p>Q65. Although there is no provision in the RFP for delays in performance as a result of a force majeure event (events beyond the contractor's reasonable control including without limitation, acts of God; acts or omissions of governmental authorities or the other party or any third party; strikes, lockouts or other industrial disturbances; acts of public enemies; wars; blockades; riots; civil disturbances; epidemics; floods; hurricanes; tornadoes; and any other similar acts, events, or omissions), does the NJDOE acknowledge that such delays in performance would not constitute a breach of the contract?</p> <p>A. Yes</p>

Part III

Changes to the RFP

Bidders are advised to mark these changes in their copy of their RFP before preparing a bid.

Page/Section	Change
Page 26, 3.9.3	<u>Delete</u> the last clause of the last sentence of this section. <u>Delete</u> "plus lodging/meal accommodations for up to three NJDOE staff."
Page 26, 3.9.4	<p>In the first paragraph, the last sentence, <u>delete</u> "and New Jersey certification"</p> <p><u>Delete</u> the last sentence in the first paragraph on scorer qualifications and <u>replace</u> it with the following:</p> <p>"At minimum, scorers must possess a bachelor's degree from an accredited four-year college or university. In addition, the contractor must ensure that throughout the scoring period at least 20% of the scorers possess special education certification, graduate degrees in special education, or classroom experience with students with severe disabilities. This 20% will serve as a readily available and ongoing resource to APA scorers who lack this training or experience. As such, this 20% must reflect, to the degree compatible with other program requirements and cost efficiency, a wide range of relevant expertise. In selecting applicants for the remaining scoring positions, the contractor, must give priority to those possessing experience with children with severe disabilities, e.g., speech pathologists, occupational therapists, school psychologists, and others, as appropriate. Bidders must describe their capacity to provide such a scorer pool in their proposals."</p>
Pages 37 to 40. Section 4.4.4	<p><u>Delete</u> and <u>replace</u> the following in section 4.4.4:</p> <p>For Task 2, <u>delete</u> the second paragraph and <u>replace</u> it with the following:</p> <p>"The per portfolio unit price required for this task will apply only if the number of Task 1 portfolios scored and reported in the 2003-2004 school year exceeds 3,500. If 3,500 portfolios or less are scored and reported, then the unit price specified on this line will never be used. If more than 3,500 portfolios are produced in the 2003-2004 school year, then the NJDOE will pay the contractor this unit price for each portfolio scored and reported starting with the 3,501st portfolio."</p> <p>For Task 4, <u>delete</u> the second paragraph and <u>replace</u> it with the following:</p> <p>"The per portfolio unit price required for this task will apply only if the number of Task 3 portfolios scored and reported in the 2004-2005 school year exceeds 4500. If 4500 portfolios or less are scored and reported, then the unit price specified on</p>

	<p>this line will never be used. If more than 4500 portfolios are produced in the 2004-2005 school year, then the NJDOE will pay the contractor this unit price for each portfolio scored and reported starting with the 4501st portfolio."</p> <p>For Task 6, <u>delete</u> the second paragraph and <u>replace</u> it with the following:</p> <p>"The per portfolio unit price required for this task will apply only if the number of Task 5 portfolios scored and reported in the 2005-2006 school year exceeds 5500. If 5500 portfolios or less are scored and reported, then the unit price specified on this line will never be used. If more than 5500 portfolios are score an reported in the 2005-2006 school year, then the NJDOE will pay the contractor this unit price for each portfolio scored and reported starting with the 5501st portfolio."</p> <p>For Task 8, <u>delete</u> the second paragraph and <u>replace</u> it with the following:</p> <p>"The per portfolio unit price required for this task will apply only if the number of Task 7 portfolios scored and reported in the 2006-2007 school year exceeds 6,000. If 6,000 portfolios or less are scored and reported, then the unit price specified on this line will never be used. If more than 6,000 portfolios are produced in the 2006-2007 school year, then the NJDOE will pay the contractor this unit price for each portfolio scored and reported starting with the 6,001st portfolio."</p>
<p>Page 41, Section 5.4</p>	<p><u>Delete</u> the first sentence. <u>Replace</u> that sentence with the following: "The contract shall begin when the contractor is notified of final contract award. The contract shall end November 31, 2007.</p>
<p>Page 63, Attachment 4, Price Schedule</p>	<p>On Attachment 4, the Price Schedule, for the description of Task 10, <u>delete</u> "(price per manual)". <u>Replace</u> it with "(price per 5,000 copies)". The Task 10 unit price is for the production and distribution of 5000 copies of the APA Educators Manual per year in accordance with Section 3.6.2 of the RFP.</p>
<p>Page 62 and 63 Attachment 4 Price Schedule</p>	<p><u>Add</u> to the bottom of the price schedules, "Refer to section 4.4.4 for a complete description of the relationship between the tasks on the price schedule and the scope of work."</p>

SCHOOL STUDENT ATTENDS								
RECEIVING SCHOOL OR "HOME" SCHOOL								
COUNTY CODE			DISTRICT CODE			SCHOOL CODE		
0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9

SENDING SCHOOL CODES								
COUNTY CODE			DISTRICT CODE			SCHOOL CODE		
0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9

DATE OF BIRTH		
MONTH	DAY	YEAR
<input type="radio"/> JAN		
<input type="radio"/> FEB		
<input type="radio"/> MAR	0	0
<input type="radio"/> APR	1	1
<input type="radio"/> MAY	2	2
<input type="radio"/> JUN	3	3
<input type="radio"/> JUL	4	4
<input type="radio"/> AUG	5	5
<input type="radio"/> SEP	6	6
<input type="radio"/> OCT	7	7
<input type="radio"/> NOV	8	8
<input type="radio"/> DEC	9	9

BUBBLE IN GRADE LEVEL OF STUDENT, OR, IF STUDENT IS IN AN UNGRADED CLASSROOM, BUBBLE IN AGE.		
GRADE	OR	AGE
<input type="radio"/> 3		<input type="radio"/> 9
<input type="radio"/> 4		<input type="radio"/> 10
<input type="radio"/> 8		<input type="radio"/> 14
<input type="radio"/> 11		<input type="radio"/> 18

EC	T-I	ED	MI	LEP	504	SE
<input type="radio"/> W	<input type="radio"/> Math	<input type="radio"/> Y	<input type="radio"/> Y	<input type="radio"/> Y	<input type="radio"/> Y	<input type="radio"/> A
<input type="radio"/> B	<input type="radio"/> Lang Arts	<input checked="" type="radio"/> *	<input type="radio"/> E			
<input type="radio"/> A						<input type="radio"/> I
<input type="radio"/> P						<input type="radio"/> M
						<input type="radio"/> B
						<input type="radio"/> F
						<input type="radio"/> J
						<input type="radio"/> K
						<input type="radio"/> L
						<input type="radio"/> C
						<input type="radio"/> G
						<input type="radio"/> H

THE STUDENT IS TAKING THE STATEWIDE REGULAR ASSESSMENT IN THE FOLLOWING CONTENT AREA:
<input type="radio"/> Language Arts Literacy
<input type="radio"/> Mathematics
<input checked="" type="radio"/> *

FOR STUDENTS EDUCATED IN DISTRICT SCHOOL	
TIS	TID
<1	<1
<input type="radio"/> Y	<input type="radio"/> Y

FOR STUDENTS EDUCATED IN RECEIVING SCHOOL	
TIS	TID
<1	<1
<input type="radio"/> Y	<input type="radio"/> Y

NOTE: Homebound Student

EQUIPMENT AND SERVICES FOR SCORING PORTFOLIO
<input type="radio"/> TV/VCR
<input type="radio"/> Tape Recorder
<input type="radio"/> CD Player

INTERPRETER OR TRANSLATOR NEEDED FOR:

Language

Sign Language

OTHER Y

DO NOT WRITE BELOW THIS LINE

BOX # _____

READER ID		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

1st Read
 2nd Read
 3rd Read

Homebound

Scorer # 1 _____

LANGUAGE ARTS LITERACY	
STANDARD	1 2 3 4 5
Student Progress	1 2 3 4
Connection to Standards	1 2 3 4
Social Interaction	1 2 3 4
Independence	1 2 3 4
Self-Determination	1 2 3 4
Generalization	1 2 3 4
Content Area Unscorable	
<input type="radio"/> Entry Missing <input type="radio"/> Insufficient or Incomplete	

MATHEMATICS	
STANDARD	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
Student Progress	1 2 3 4
Connection to Standards	1 2 3 4
Social Interaction	1 2 3 4
Independence	1 2 3 4
Self-Determination	1 2 3 4
Generalization	1 2 3 4
Content Area Unscorable	
<input type="radio"/> Entry Missing <input type="radio"/> Insufficient or Incomplete	

LANGUAGE ARTS LITERACY	
STANDARD	1 2 3 4 5
Student Progress	1 2 3 4
Connection to Standards	1 2 3 4
Social Interaction	1 2 3 4
Independence	1 2 3 4
Self-Determination	1 2 3 4
Generalization	1 2 3 4
Content Area Unscorable	
<input type="radio"/> Entry Missing <input type="radio"/> Insufficient or Incomplete	

MATHEMATICS	
STANDARD	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
Student Progress	1 2 3 4
Connection to Standards	1 2 3 4
Social Interaction	1 2 3 4
Independence	1 2 3 4
Self-Determination	1 2 3 4
Generalization	1 2 3 4
Content Area Unscorable	
<input type="radio"/> Entry Missing <input type="radio"/> Insufficient or Incomplete	

READER ID		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

<input type="radio"/>	1 st Read
<input type="radio"/>	2 nd Read
<input type="radio"/>	3 rd Read

<input type="radio"/>	Homebound
-----------------------	-----------

Scorer # 2 _____

LANGUAGE ARTS LITERACY	
STANDARD	① ② ③ ④ ⑤
Student Progress	① ② ③ ④
Connection to Standards	① ② ③ ④
Social Interaction	① ② ③ ④
Independence	① ② ③ ④
Self-Determination	① ② ③ ④
Generalization	① ② ③ ④
Content Area Unscorable	
<input type="radio"/>	Entry Missing
<input type="radio"/>	Insufficient or Incomplete

MATHEMATICS	
STANDARD	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ ⑬ ⑭ ⑮ ⑯
Student Progress	① ② ③ ④
Connection to Standards	① ② ③ ④
Social Interaction	① ② ③ ④
Independence	① ② ③ ④
Self-Determination	① ② ③ ④
Generalization	① ② ③ ④
Content Area Unscorable	
<input type="radio"/>	Entry Missing
<input type="radio"/>	Insufficient or Incomplete

LANGUAGE ARTS LITERACY	
STANDARD	① ② ③ ④ ⑤
Student Progress	① ② ③ ④
Connection to Standards	① ② ③ ④
Social Interaction	① ② ③ ④
Independence	① ② ③ ④
Self-Determination	① ② ③ ④
Generalization	① ② ③ ④
Content Area Unscorable	
<input type="radio"/>	Entry Missing
<input type="radio"/>	Insufficient or Incomplete

MATHEMATICS	
STANDARD	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ ⑬ ⑭ ⑮ ⑯
Student Progress	① ② ③ ④
Connection to Standards	① ② ③ ④
Social Interaction	① ② ③ ④
Independence	① ② ③ ④
Self-Determination	① ② ③ ④
Generalization	① ② ③ ④
Content Area Unscorable	
<input type="radio"/>	Entry Missing
<input type="radio"/>	Insufficient or Incomplete

READER ID

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

1st Read
 2nd Read
 3rd Read

Homebound

Scorer # 3 _____

LANGUAGE ARTS LITERACY	
STANDARD	1 2 3 4 5
Student Progress	1 2 3 4
Connection to Standards	1 2 3 4
Social Interaction	1 2 3 4
Independence	1 2 3 4
Self-Determination	1 2 3 4
Generalization	1 2 3 4
Content Area Unscorable	
<input type="radio"/> Entry Missing	
<input type="radio"/> Insufficient or Incomplete	

MATHEMATICS	
STANDARD	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
Student Progress	1 2 3 4
Connection to Standards	1 2 3 4
Social Interaction	1 2 3 4
Independence	1 2 3 4
Self-Determination	1 2 3 4
Generalization	1 2 3 4
Content Area Unscorable	
<input type="radio"/> Entry Missing	
<input type="radio"/> Insufficient or Incomplete	

LANGUAGE ARTS LITERACY	
STANDARD	1 2 3 4 5
Student Progress	1 2 3 4
Connection to Standards	1 2 3 4
Social Interaction	1 2 3 4
Independence	1 2 3 4
Self-Determination	1 2 3 4
Generalization	1 2 3 4
Content Area Unscorable	
<input type="radio"/> Entry Missing	
<input type="radio"/> Insufficient or Incomplete	

MATHEMATICS	
STANDARD	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
Student Progress	1 2 3 4
Connection to Standards	1 2 3 4
Social Interaction	1 2 3 4
Independence	1 2 3 4
Self-Determination	1 2 3 4
Generalization	1 2 3 4
Content Area Unscorable	
<input type="radio"/> Entry Missing	
<input type="radio"/> Insufficient or Incomplete	