

**Attachment A**  
to  
**RFP No. 4582**

Mississippi Department of Education  
(MDE)

*Technical Specifications*

English Language Proficiency Testing  
(ELPT)

ITS Project No. 47967

# TABLE OF CONTENTS

I.	General	2
A.	How to Respond to this Section	2
B.	General Overview and Background	2
C.	General Summary	3
II.	Vendor Qualifications	3
III.	Functional Requirements	4
E.	The Assessment	4
F.	Test Development and Design	4
G.	Test Administration	5
H.	Shipping	6
I.	Processing, Scoring, and Reporting	6
J.	Psychometric Analysis	8
K.	Web-Based Online Test Delivery and Security Requirements	10
L.	Meetings	12
M.	Calendar of Events	12
IV.	Support and Training	14
N.	Support Materials and Training	14
O.	Customer Support and Maintenance	17
V.	Management Factors	18
P.	Contractor Prerequisites	18
Q.	Deliverables	18
R.	Participation	19

# ATTACHMENT A

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## I. GENERAL

### A. How to Respond to this Section

1. Beginning with Item 10 in this document, label and respond to each outline point in the manner described below.
2. The State is under the impression that Vendors have read and agree to all requirements in this RFP. Vendors should take exception to items in which they disagree.
3. The Vendor must respond with “WILL COMPLY” to each point in this Attachment A. In addition, the items in this document require detailed and specific responses to substantiate and further explain Vendor’s response. Failure to provide the requested information will result in Vendor receiving a lower score for that item or, at the State’s sole discretion, being subject to disqualification.
4. “WILL COMPLY” indicates that the Vendor can and will adhere to the requirement. This response specifies that a Vendor/proposed solution must comply with a specific item or must perform a certain task. Vendors should provide additional details as needed.
5. If the Vendor cannot respond with “WILL COMPLY”, then the Vendor must respond with “EXCEPTION”. (See Section V of RFP No. 4582 for additional instructions regarding Vendor exceptions.)
6. Where an outline point asks a question or requests information, the Vendor must respond with the specific answer or information requested.
7. In addition to the above, Vendors must provide explicit details as to the manner and degree to which the proposal meets or exceeds each specification.

### B. General Overview and Background

8. The Mississippi Department of Education (MDE) Office of Student Assessment requests offers from qualified, experienced, responsible, and financially sound Vendors to provide English Language Proficiency Testing. Proposing Vendors must have the proven ability to perform all core services requested in this solicitation. This RFP contains a more detailed listing of services.
9. In accordance with both the Code of Federal Regulations [34 CFR 200.5(a)(2)] and the *Elementary and Secondary Education Act of 1965*, as amended by the *Every Student Succeeds Act* [Section 1111(1)(G)(i)], the State must administer an English language proficiency assessment annually to all English learners in kindergarten through grade 12 (twelve) in the four (4) domains of Listening, Speaking, Reading, and Writing. An RFP is needed to obtain a high-quality, online assessment for English learners and English learners with disabilities from a reputable company that successfully develops quality, test delivery, scoring, and reporting of a statewide assessment program. This large-scale assessment work is technical in nature and demands high attention to detail in psychometrics, test design, delivery, scoring, and reporting for the Mississippi school districts. This assessment must be legally defensible.

# ATTACHMENT A

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## C. General Summary

10. The Assessments provided must include various item types that address English language proficiency in reading/language arts, mathematics, social studies, and science in the four (4) domains of Listening, Speaking, Reading, and Writing.
11. Students will be tested in an online, web-based testing platform; however, some students who require accommodations may need a paper version.
12. The ELPT assessment will be online in the spring of 2025. It must work with various devices, such as a PC, Mac, iPad, Chromebook, Windows tablet, or other online devices available to schools.
13. The assessments' results will be included in the Mississippi Statewide Accountability System; therefore, they must be legally defensible, valid, and reliable.
14. Student results and reports will be understandable and uniform for districts, schools, teachers, parents, and other audiences. District and school reports will be delivered online, with one individual student report and student label being mailed to the districts, organized by school.
15. Vendors must demonstrate the ability to be flexible to meet Mississippi requirements and timelines.

## II. VENDOR QUALIFICATIONS

The following qualifications are **MANDATORY**. If, in the opinion of MDE, the Vendor fails to prove that their company meets any of these qualifications, the proposal will be disqualified from further evaluation.

16. **MANDATORY:** The Vendor must provide:
  - a. Client name, including contact person, title, location address, e-mail address, and phone number for the place where the contract is performed.
  - b. The age of the Vendor's business and average number of employees for the past five (5) years.
  - c. The abilities, qualifications, and experiences of all persons assigned to provide required services.
  - d. The required references are noted in "RFP Section IX - References References."
  - e. The Vendor must provide a detailed plan describing how the scope of services will be planned, implemented, and achieved.
17. **MANDATORY:** The Vendor shall provide all services directly related to this contract from an office(s) located in the United States. Vendor must indicate their agreement with this requirement and identify any locations outside the State of Mississippi from which the Vendor proposes to provide the services described in this solicitation.
18. **MANDATORY:** The Vendor must include in their response the total number of years in business and the company's experience related to the scope of services.
19. **MANDATORY:** If federal funds are allocated for payment, Vendor must verify its business is not debarred.

# ATTACHMENT A

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20. **MANDATORY:** Awarded Vendor must agree to secure a performance bond for one hundred percent (100%) of the awarded fiscal year contract amount or the total value of a multiple year contract for services. The performance bond shall not be waived or negotiated.

### III. FUNCTIONAL REQUIREMENTS

The Successful Vendor will partner with the state to operationally create and/or implement the assessment in the 2024-2025 academic year. This section contains information on services and requirements that the Vendor must provide. The descriptions are not all-inclusive but are provided to inform potential Vendors of services or requirements that may require additional planning or programming. A detailed plan is required to respond to this solicitation to describe how the Vendor will implement and achieve the services required.

The Vendor is expected to provide the following:

#### E. The Assessment

21. The Vendor must include Proficiency Level Descriptors by grade level and document alignment for each language proficiency level at each grade level/grade band to the Mississippi English Language Proficiency (MS-ELP) Standards and the Mississippi College-and-Career-Readiness Standards (MCCRS) in reading/language arts, mathematics, social studies, and science.
22. The Vendor must address how English Learners (ELs) with Significant Cognitive Disabilities (SCD) will be tested using an Alternate English Language Development (ELD0 Test, for each language proficiency level at each grade level, which aligns with the Mississippi Alternate English Language Proficiency (MS Alt-ELP) Standards and the Mississippi Alternate Academic Achievement Standards (MAAAS).
23. Documentation must be provided to demonstrate alignment of the English Language Proficiency Test (ELPT) to the Mississippi Alternate English Language Proficiency (MS Alt-ELP) Standards. This documentation must contain language proficiency expectations that reflect the language needed for ELs with SCD to acquire and demonstrate their achievement of the knowledge and skills identified in the Mississippi Alternate Academic Achievement Standards (MAAAS) appropriate to each grade/grade band.

#### F. Test Development and Design

24. The MDE will require one (1) online English Language Proficiency Test (ELPT) per year for each English Learner (EL) at each individual grade (K-12) or each grade band (e.g., I, 1, 2-3, 4-5, 6-8, 9-12). This product will be a pre-created assessment (shelf product).
25. Vendor must provide an online and paper version of the screener/placement test for each grade/grade band for the four (4) domains of Listening, Speaking, Reading, and Writing. Optimally, the online screener/placement test should be adaptive. This product will be a pre-created assessment (shelf product).
26. The Vendor must produce an online and paper ELP assessment in Braille in the four (4) domains of Listening, Speaking, Reading, and Writing for students with visual disabilities who require a Braille assessment. Optimally, an online, refreshable braille ELPT is preferred for students who require a braille assessment.

# ATTACHMENT A

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27. The Vendor must produce an online and paper ELP assessment in large print in the four (4) domains of Listening, Speaking, Reading, and Writing for students with disabilities who are sight impaired and require a large print assessment.
28. The MDE will require one (1) Alternate English Language Proficiency Test (AELPT) per year for each English learner with Significant Cognitive Disability (ELSCD) at each individual grade (K–12) or each grade band (e.g., K, 1, 2–3, 4–5, 6–8, 9–12). Mississippi has approximately 175 English learners with SCD (ELSCD) across grades K–12.
29. The Vendor must produce an online and paper ELP assessment in the four (4) domains of Listening, Speaking, Reading, and Writing for students with disabilities who are hearing impaired.
30. The Vendor must provide an online and paper version of the alternate screener/placement test for each grade/grade band for the four (4) domains of Listening, Speaking, Reading, and Writing for students with SCD. Optimally, this online screener/placement test should be adaptive.
31. If an Alternate ELPT and/or an Alternate ELPT screener/placement test are/is not available, describe in detail the plan (with timeline) for its development, field testing, and implementation.
32. The Vendor must provide documentation of test blueprints that provide detail of technical quality, measure the depth and breadth of the Mississippi English Language Proficiency (MS ELP) Standards (or the Mississippi Alternate English Language Proficiency (MS Alt-ELP) Standards for the Alternate ELPT), and would support the interpretations and uses of the language proficiency results.
33. The Vendor must provide documentation that the ELP assessments are tailored to the knowledge and skills included in the Mississippi English Language Proficiency (MS ELP) Standards (or the Mississippi Alternate English Language Proficiency (MS Alt-ELP) Standards for the Alternate ELPT) and reflect inclusion of the range of complexity in the standards.
34. The Vendor must provide documentation that reasonable and technically sound procedures are used to develop test items.
35. The Vendor must provide Proficiency Level Descriptors by grade level and proficiency level for both the ELPT and the Alternate ELPT. If Alternate PLDs are unavailable, describe the plan (with a timeline) for its development and implementation in detail.
36. The Vendor must outline a plan for sufficient test form rotation to prevent over-exposure to both test forms and test items.
37. The Vendor must provide recommended accommodations by domain based on test construct with the basis for recommendations.

## G. Test Administration

38. The first administration of the ELPT, grades K-12, in the four (4) domains of Listening, Speaking, Reading, and Writing must be delivered online by March 3, 2025. The Vendor must propose an online, web-based system that will efficiently deliver the tests by computer to all schools throughout Mississippi.

# ATTACHMENT A

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39. For special accommodation requests from districts, sealed and serialized paper copies of online tests will be sent directly to District Test Coordinators (DTCs). The Vendor will produce paper copies of the online test forms for special accommodation situations.
40. The Vendor will create test sessions and test tickets for each district by school and grade. Districts must be able to add new students and accommodations and create student groups as needed.

## H. Shipping

41. All paper test materials, Individual Student Reports, and Student Record Labels must be sent to the respective shipping address for each district using a brightly colored label on the shipping box stating:

<b>ATTENTION: DISTRICT TEST COORDINATOR</b> <b>SECURE ELP/AELP TEST MATERIALS</b>
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## I. Processing, Scoring, and Reporting

42. The proposal must provide the designated EL assessment coordinator in the Office of Student Assessment (OSA) with the electronic file format for uploading the pre-id student file and the final data master file by or before November 30 annually.
43. The Vendor will process and score all domains of the ELP and AELP assessments.
44. The Vendor will process and score the ELP and AELP screeners/placement tests.
45. The Vendor must document a system to identify and notify MDE of disturbing student responses.
46. The Vendor must describe their plan for accomplishing all tasks related to resolving data errors and quality control.
47. Vendors will describe how they will implement and utilize check-in procedures for the receipt of paper-based materials that meet the requirements necessary to provide effective control and accounting of materials. Paper copies will only be needed for students who require this accommodation.
48. The awarded Vendor must send to MDE a "Preliminary Missing Materials" report within fifteen (15) business days after the end of the testing window. A final report is due within twenty-five (25) business days after each assessment's end of the testing window.
49. The Vendor must provide ELP and Alt-ELP Achievement Standards: The Vendor must have cut scores for every grade/grade band, content domain/language domain, and/or composite for which proficiency-level scores are reported.
50. Per federal regulations, if an English learner cannot be assessed in one (1) or more ELPT domains due to a disability, and there is no appropriate accommodation, then the student's English language proficiency will be based on the domains that can be assessed. The Vendor must explain the calculations required to meet this requirement and how they will include the disability preclusion (DP) in the final master data file submitted to the state and the respective district, school, and student reports.

# ATTACHMENT A

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51. The Individual Student Report, Parent Report, and Teacher Report must include (at a minimum) the scale score and proficiency level for each domain tested: Listening, Speaking, Reading, and Writing. Preferably, student reports should be provided in an understandable and uniform format and written in a language that the parents and guardians can understand. Additionally, if requested by a parent who is an individual with a disability, reports must be provided in an alternate format accessible to that parent.
52. Appeals Process: If a district contests a student's score, each domain must be re-scored by hand rather than by computer. If no error is found, the district will pay for the rescore. If a scoring error is found, the Vendor will bear the cost of the rescore reprint of the student's Proficiency Report and provide it to the district.
53. The Vendor will provide a documented report of the scoring process, including scorer drift studies for hand-scored material, both for internal consistency, in the annual Technical Report.
54. The reports to be included in the online reporting system include but are not limited to:
  - a. Individual Student Report (Student Proficiency Report)
  - b. Student Cumulative Record Label
  - c. Teacher Report
  - d. Parent Report
  - e. School Roster Report
  - f. School Summary Report
  - g. District Roster Report
  - h. District Summary Report
  - i. State Report (by district, grade, and proficiency level)
  - j. Longitudinal Growth Report
  - k. Electronic data files must be downloaded to the designated program coordinator in the Office of Student Assessment (OSA) via a secure site.
  - l. Student Reports and Parent Reports must be able to be translated into a variety of languages, with such translated reports being available online at a minimum.
  - m. Reports should be available in alternative format(s) accessible upon request by a parent who is an individual with a disability as defined by the ADA.
  - n. Report Interpretation Manual
55. An online, secure reporting site for the DTC to access, download, and print district, school, and individual student reports for their district and schools.
56. The Vendor will provide a PDF template for student Cumulative Record labels for each tested English learner in each district, by school, specifying the name and date of the assessment, the scale score and proficiency level in each domain, and the overall scale score and proficiency level.



# ATTACHMENT A

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57. MDE will not receive paper reports; only the electronic version of the master data file will be transmitted to MDE via a secure site.

## J. Psychometric Analysis

58. The Vendor must include documentation to demonstrate alignment of the ELP assessment to the MS ELP (and MS Alt-ELP) and the MCCRS for each grade/grade band in reading/language arts, mathematics, social studies, and science.
59. The Vendor must include documentation to demonstrate alignment of the MS Alt-ELP Standards to the MCCRS and the MS Alternate Achievement Standards for each grade/grade band in reading/language arts, mathematics, social studies, and science.
60. The Vendor must ensure that the MS Alt-ELP Standards include language proficiency expectations that reflect the language needed for ELs to acquire and demonstrate their achievement of the knowledge and skills identified in the MCCRS appropriate to each grade/grade band.
61. A design and development process must be detailed to support comparable interpretations of results for students tested across the assessment's versions (e.g., online versus paper-based delivery within a grade level).
62. The Vendor shall describe its plan for the psychometric, research, and technical analysis activities in detail. The plan must describe each psychometric, research, and technical activity step.
63. The successful Vendor must provide MDE with all appropriate test statistics and information, including test information functions, differential test function information, and validity and reliability measures. Examination of performance task data from the operational assessment must include reliability information, percentages of students in categories, materials used during the review, and any other relevant information.
64. Following each test administration, the Vendor must provide an Equating Report to MDE that discusses scaling procedures, linking sets, test construction curves, raw score-to-scale score conversion tables, and other processes involved in scaling and equating procedures.
65. The Vendor will provide a new parallel test form for each grade tested. The new form will be equated to forms from the previous year using item statistics in the secure item bank.
66. The Vendor will conduct bias, reliability, validity, and usefulness studies and include the data from those studies in the technical reports submitted to MDE. Validity studies and supporting psychometric analyses should be conducted annually and ongoing.
67. A detailed design and development process must be provided to support comparable interpretations of results for students tested across the assessment versions (e.g., online versus paper-based delivery within a grade level). Adequate evidence of comparability of the meaning and interpretations of the assessment results must be documented and provided to MDE.
68. Technical Peer Review Requirements: The Vendor shall provide its plan for conducting the studies necessary to meet all technical requirements of the most current edition of the U.S. Department of Education's *Peer Review of State ELP*

# ATTACHMENT A

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*Assessment Systems*, especially Sections three (3) and four (4), Technical Quality. The Vendor must describe its plan to provide the best and most cost-effective studies to meet the peer review requirements. Included in these studies, the Vendor shall describe how it will conduct studies to verify and support the validity of interpretations drawn from test scores. The Vendor must also propose its strategies for developing studies investigating the intended and unintended consequences of the Mississippi assessment components including alignment studies, student privacy, validity, reliability, and accommodations. The Vendor shall indicate how the studies will support MDE's response to each critical element of the ELP peer review.

69. Technical Report or Manual: The Vendor will deliver annually a technical report (manual) that provides details of the test development process, validity and reliability of the assessments, standard setting information (if done), and all other information necessary to support MDE's compliance with the most current edition of the U.S. Department of Education's *Peer Review of State ELP Assessment Systems*. Specifically, the Vendor will provide a state-specific (Mississippi) Technical Report that addresses each content area tested. The Technical Report will include all relevant psychometric information for the ELPT. The report will be completed within three (3) months of the first operational administration and revised annually thereafter. A copy of the updated report will be delivered annually to MDE by August 15.
70. The Technical Report must include but is not limited to the following:
  - a. Purpose
  - b. Test blueprint
  - c. Test development
  - d. Validity
  - e. Reliability
  - f. Accommodations and testing of students with special needs
  - g. Security
  - h. Administration
  - i. Scoring
  - j. Equating
  - k. Scaling
  - l. Standard setting (if done)
  - m. Reporting
  - n. Appropriate use and interpretation of test data
71. Appendices of the Technical Report should include related materials such as administrative regulations, state standards, sample items, committee rating forms, frequency/percentile distributions, state and district performance summaries by ethnic group, and other pertinent information.
72. Technical Advisory Committee: The successful Vendor will work with the MDE to determine program topics pertinent for discussion at the Technical Advisory

# ATTACHMENT A

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Committee (TAC) meetings. The Vendor should plan for three (3) TAC meetings each year, which will be conducted in Jackson, MS. The Vendor will assume all costs associated with sending appropriate representatives from their organization to these meetings. Additionally, representatives must be available for phone conferences with the TAC upon request from MDE. The Vendor does not pay for costs other than their staff's participation in the meeting.

## **K. Web-Based Online Test Delivery and Security Requirements**

73. The Vendor shall provide MDE and selected technical advisors with a secure, password-protected, web-based system for analyzing the assessment processes and the resultant data.
74. The Vendor must provide MDE the ability to view all assessment results from all districts. District Test Coordinators and School Test Coordinators from districts shall only view their assessment results.
75. The Web-Based Online Test Delivery should conform to all required elements in the Accessible Portable Item Protocol (APIP) core standards to provide seamless digital content exchange and allow for tagging of accessibility information.
76. The Vendor must provide for delivery on wireless networks with comparable performance to wired networks. Documentation must support this performance comparability. The application must be delivered within a secure browser that restricts access to the desktop and Internet, based on the requirements of MDE.
77. The proposal's online data collection system must have a time-out or similar locking mechanism to prevent unauthorized access if a student, while entering data, must immediately evacuate the area due to an emergency such as a fire or tornado. This must also include an auto-saving feature so the student can resume where they left off when the emergency or time-out occurred.
78. MDE expects all students to be tested online except for students testing on paper for accommodated reasons.
79. The Vendor's online test delivery interface shall include all the information and resources required to make a test item accessible for students with various disabilities and special needs.
80. The system is expected to adhere to and meet the evolving expectations of industry standards in online accommodations (i.e., Question and Test Interoperability [QTI]).
81. The Vendor's test delivery interface must include all the information and resources required to make a test item accessible to students with various disabilities and special needs.
82. The online data collection system design must be flexible so that software modifications, database changes, and reporting requirements can be made efficiently and cost-effectively at no cost to MDE.
83. The Vendor must be prepared to support and update all platform releases.
84. The Vendor's system must be able to communicate with local student information systems to upload student rosters or similar information from schools and districts and, eventually, the pre-ID data file provided by MDE/OTSS. The Vendor must explain how its system will accommodate students who have moved in and out of a school or district since the rosters were created.

# ATTACHMENT A

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85. MDE shall have access to and oversight of all aspects of online performance during the data collection windows and access to captured data after the data collection windows close. The Vendor shall propose how this can be accomplished.
86. The Vendor must provide state-level access to the online platform to the designated ELPT Assessment Coordinator in the Office of Student Assessment (OSA), the State Assessment Director, and their designees, as required.
87. The Vendor must ensure the reliability of information technology (IT) used in the transmission and function of computer-based assessments. The Vendor must provide a draft plan detailing the deployment and operation of IT and describe contingencies for the failure of IT systems. The Vendor must identify its metrics for system performance.
88. The Vendor must always agree to maintain network system and application security that, at minimum, conform to current cyber security standards. The Vendor must agree to document all cyber security expectations to the State of Mississippi Policies and Standards ([Information Security and Data Privacy | The Mississippi Department of Education \[mdek12.org\]](https://www.mdek12.org/information-security-and-data-privacy)) in response to this RFP. Special consideration must be made to ensure the security of Personally Identifiable Information (PII) stored or processed by the system.
89. Mississippi does not have established minimum technology standards for schools within the state. Support from the Vendor must include the following technical standards at a minimum:
  - a. The Vendor must provide proof of Fed Ramp Low compliance.
  - b. The Vendor must encrypt data in transit and at rest.
  - c. The Vendor must meet Authenticator Assurance Level 1 from NIST Publication 800-63B.
  - d. The Vendor must support modern web browsers, including but not limited to Chrome, Safari, and Edge.
90. MDE must approve the online delivery system to be used for the online test, including but not limited to a review of the ELPT within the system, security of the system, validation procedures for students to participate in the online ELPT, the school-/district-level management of the system, and the procedures in place by the Vendor to monitor each administration.
91. The Vendor shall provide MDE with a detailed Infrastructure Plan, which will incorporate all components required to meet industry standard best practices and, at a minimum, include the following: hardware, software, network, active directory services, database; caching capabilities, configuration, Vendor resources for implementation; timeline segment in accordance with the Project Plan; and testing and validation. The Vendor must review and update the Infrastructure Plan as needed throughout the project; however, the MDE shall have final approval of the Infrastructure Plan and any modification(s).
92. The Vendor's system must show the status of real-time online testing and statistics by school and district. This status will be available to MDE and districts. (For example, the number of students tested by district and school and the total who have not started testing.) Daily status reports shall be available for viewing on a dashboard, in the testing system, or by email.

# ATTACHMENT A

93. The Vendor’s system must be able to collect test codes, accommodation codes, and other demographic information by administration for online assessments before, during, and after testing.
94. The Vendor may demonstrate their online systems either virtually or on-site at MDE in Jackson, MS, at the Vendor’s expense. The Vendor will demonstrate their online test delivery systems to MDE staff to enable them to understand what is being offered from a systems standpoint, what features and functionality have already been developed, and what features are yet to be developed. The Vendor should address how the proposed system meets the interoperability criteria defined by the Common Education Data Standards (CEDS) Assessment Interoperability Framework (AIF) <https://ceds.ed.gov/aif.aspx>

## L. Meetings

95. The Vendor must attend program meetings to ensure the program is functioning as planned. The below table details the meeting type, number of annual meetings, required State staff and if Vendor attendance is needed.

Meeting Type	# of Annual Meetings	# of SEA Staff Attending	Vendor Attendance
Bias Review	If needed	2 State Staff	Yes
Content Review	If needed	2 State Staff	Yes
Standard Setting	If needed	2 State Staff	Yes
MS Technical Advisory Committee	3 (April, August, & November in Jackson, MS)	Open to MDE Personnel	Yes, if ELPT/AELPT is on the agenda (virtual meeting)
Planning Meeting	1 (August for Year 1; July for other years – virtual or face-to-face)	8 State Staff	Yes

## M. Calendar of Events

<b>Tentative ELPT/AELPT Master Schedule</b>		
Start Date	End Date	Tasks
11/5/2024	11/5/2024	First planning meeting
11/18/2024	11/22/2024	Online system permission hierarchy for Mississippi disc
12/2/2024	12/20/2024	ELPT/AELPT Administration Training PPT planning

# ATTACHMENT A

<b>Tentative ELPT/AELPT Master Schedule</b>		
<b>Start Date</b>	<b>End Date</b>	<b>Tasks</b>
12/2/2024	12/20/2024	Vendor e-mails assessment training invitation on TBD to DTCs with a window to register (Registration 1)
11/4/2024	11/5/2024	Provide student pre-ID data upload file layout <u>and</u> final master results file layout to MDE.
12/9/2024	12/20/2024	Paper test material order forms due to Vendor from district test coordinators.
12/9/2024	12/20/2024	MDE will review and finalize manuals for online and paper testing.
1/6/2025	1/17/2025	The Vendor e-mails an assessment training invitation on TBD to DTCs with a window to register. (Registration #2 only fills available seats, if needed.)
11/6/2024	11/6/2024	MDE uploads student pre-ID data files to Vendor.
1/8/2025	1/8/2025	The Vendor will host the Technology Setup Webinar for all Mississippi districts.
1/27/2025	1/31/2025	Training sessions for the ELPT/AELPT Annual Administration
2/3/2025	2/7/2025	Paper test materials arrive in districts
2/7/2025	2/7/2025	District deadline to order large print/Braille ELPT/AELPT.
2/17/2025	3/28/2025	District deadline to order additional paper-based ELPT/AELPT materials
3/3/2025	4/11/2025	ELPT/AELPT test window,
4/11/2025	4/11/2025	The testing system closes at 5:00 p.m. CT.
4/18/2025	4/18/2025	Final day for paper documents to <u>arrive</u> at the scoring facility.
5/19/2025	5/30/2025	MDE review of the master file.
6/10/2025	6/10/2025	Final master data file to MDE.
6/11/2025	6/11/2025	Webinar: Accessing and Reading Student Reports.

# ATTACHMENT A

Tentative ELPT/AELPT Master Schedule		
Start Date	End Date	Tasks
6/11/2025	6/11/2025	Student results are available to DRCs and STCs.
6/18/2025	6/18/2025	The final invoice will be sent to MDE by 12:00 p.m. CT.

## IV. SUPPORT AND TRAINING

### N. Support Materials and Training

96. For both the ELPT and AELPT components, the following support materials (manuals, guides, ancillaries) used with the test administrations must be developed and delivered by the Vendor.
  - a. **Test Coordinator Manual (TCM)** for DTCs and School Test Coordinators (STCs) will be prepared annually in electronic format. This manual will contain detailed information regarding the following:
    - i. Registering students and assigning students to test sessions;
    - ii. Tasks to complete before, during, and after testing;
    - iii. Delivery and inventory procedures for accommodated test materials;
    - iv. Handline secure and non-secure accommodated testing materials;
    - v. Ensuring system readiness for test administrations;
    - vi. Providing appropriate test accommodations for special population students; and
    - vii. Appropriate steps for closing test administrations.
  - b. **The Test Administration Manual (TAM) will be prepared and revised annually. The Successful Vendor will submit the TAM** to the MDE for approval before online delivery.
  - c. **The report interpretive guide, which will assist teachers, administrators, and parents in interpreting assessment results,** will be submitted to the MDE in electronic format for posting on the Office of Student Assessment (OSA) Public Access SharePoint portal.
97. The instructions in these manuals must be user-friendly and include graphics and visual aids to illustrate the steps that must be followed. The guides will specify how and why the detailed instructions are critical for the accurate and timely return of test results. Test administration manuals and training should include consistent, standardized procedures for administering the assessment, including administration with accommodations.
98. If the Vendor has an administration manual or reports interpretation guide, these guides should be included with the material referenced in item 96.

# ATTACHMENT A

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99. The Vendor must provide additional resources, including, but not limited to, Proficiency Level Descriptors for each language proficiency level at each grade level, Teacher Resource Guides, and resource materials for English learners for each language proficiency level at each grade level that align with the Mississippi ELP Standards and the Mississippi College and Career-Readiness Standards (MCCRS).
100. The Vendor must provide additional resources, including but not limited to Proficiency Level Descriptors for each language proficiency level at each grade level, Teacher Resource Guides, and resource materials for ELSCD students for each language proficiency level at each grade level that align with the MS Alt-ELP Standards and the MAAAS.
101. Training (face-to-face and/or virtual, recorded online webinars and/or learning modules) and support for the assessment must be provided by the Vendor to DTCs, STCs, test administrators (TAs), district EL coordinators, district special education directors, federal program directors, and technology coordinators for the assessment component. The following support and training are required:
  - a. **Technology Training:** Technology Coordinator Training sessions must be provided to district IT personnel on the setup, operation, and features of the online system for participating schools. It must include training on assessments' physical and electronic security, system requirements for online assessment implementation, and troubleshooting technology issues at the school or district site. Training must include a visual and an oral presentation and may include other types of interactive technology. The technology training sessions shall be recorded and archived as a potential training or reference resource. This training will occur five to eight (5-8) weeks before the opening of the testing window.
  - b. **ELPT Online Training:** This training will be for district personnel and will focus on operating the online assessment portal for ordering materials, setting up test sessions, accessing testing documents, and reporting for the online test administration. It will occur four to six (4-6) weeks before the opening of the testing window.
  - c. **ELPT Paper-Based Testing Training:** This training will be provided in addition to the ELPT Online Training to train district personnel to administer paper-pencil versions of the ELPT assessment, including those for accommodations. This training will occur four to six (4-6) weeks before the opening of the testing window.
  - d. **Professional Development of Curriculum Materials:** Two (2) training sessions will be provided to district/school personnel on curriculum/instruction-related training as outlined below:
    - i. Mississippi ELP Standards (or the MS Alt-ELP Standards for the AELPT) and assessment training will include the following topics:
      1. Understanding and unpacking the MS ELP (and MS Alt-ELP) Standards;
      2. Utilize strategies for implementing instruction aligned to the MS ELP (and MS Alt-ELP) standards;



# ATTACHMENT A

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3. Align resources to the MS ELP (and MS Alt-ELP) Standards for use in the classroom and
    4. Support English learners in the special education setting.
  - ii. Reporting and ELPT results interpretation training will include the following topics:
    1. Understanding the ELPT student reports and other resources available from the successful Vendor;
    2. Instructional strategies to support EL and ELSCD in the elementary, middle, and secondary grades who are at different language proficiency levels:
    3. Effectively read and interpret student and district reports to determine the instructional needs of the student and
    4. Utilize the developed resources to improve student outcomes.
102. The successful Vendor must track attendance and participation for all training. A copy of the final attendance/participation roster with completed participant signatures (actual or electronic) must be delivered to the designated EL assessment coordinator in the MDE/Office of Student Assessment within five (5) business days after the last date of the event.
103. The successful Vendor must work with MDE staff to detail the content of all training sessions prior to delivery. The Proposal must describe its plan to create the materials for each training session and webinar, providing MDE with at least three (3) weeks to preview the materials and make any necessary changes to be incorporated into the training materials before they are to be used.
104. The successful Vendor must include a detailed plan of action and timeline that describes how and when each of the training and support tasks will be accomplished based on the information provided in the RFP. Vendors may also include other beneficial training materials in their response, such as e-learning modules and online tutorials for users.
105. The successful Vendor shall be mindful of and ensure the provision of all facility and training accommodations required by the *Americans with Disabilities Act (ADA)* of 1990.
106. The State is interested in using technology to the best extent possible; therefore, other types of technology-based assistance for students and/or school personnel (such as training videos, online test training, electronic materials, automated online practice tests, etc.) shall be proposed by the Vendor for delivery to schools.
107. A knowledgeable and appropriate representative of the Vendor will be asked to participate in annual ELPT training. The MDE EL Assessment Coordinator, in conjunction with the successful Vendor's program manager or representative, must develop a Microsoft PowerPoint ® presentation for the DTC training sessions two (2) times per year. The presentations will provide program information and updates on the Spring annual ELPT and AELPT administrations.

# ATTACHMENT A

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## O. Customer Support and Maintenance

Vendors should respond to the requirements below with the understanding that MDE expects that technical and logistical support will be provided in a responsive manner that minimizes school personnel and student burden, disruption, and inconvenience.

108. The successful Vendor will provide a toll-free customer service phone number and a trained customer service representative (Program Coordinator) dedicated solely to this project.
109. All telephone customer support must be in the Continental United States, and all support staff must be able to communicate clearly in the English language.
110. The successful Vendor will provide a Help Desk and Technical Support Desk that will respond to e-mail or telephone queries from teachers and administrators, depending on the area of inquiry. The hours of operation must be 7:00 a.m. – 5:00 p.m. Central Time (CT) on Monday-Friday during the operational test dates. Vendors must respond to queries within one (1) business day or less.
111. When customer service staff are unavailable to take a call, callers can leave messages, and their calls will be returned within one (1) business day or less.
112. The Vendor must keep the appropriate MDE-OSA staff and OTSS technical support staff updated on the status of all trouble resolution.
113. Detailed call/e-mail logs must be compiled into one (1) Microsoft Excel spreadsheet file and delivered to the designated EL assessment coordinator in the Office of Student Assessment within ten (10) business days after the last day of the operational test. Call/e-mail log information should include caller/e-mailer name, district, school, date and time of incoming call/e-mail, summary of issue, resolution, and the date and time of issue resolution. This electronic record shall be in a format (e.g.: a database) so that the MDE may sort by district, school, date, etc. Among other information, this will allow MDE to determine the frequency of issues that arise before, during, or after assessments. The electronic record will also produce a frequently asked questions (FAQ) document and/or inform future training.
114. The successful Vendor must notify MDE of any communication regarding urgent or sensitive issues with the field.
115. The successful Vendor's customer service staff may initiate e-mail communication to inform the district test coordinators of approaching deadlines, deliverables, webinar information, etc.; however, the EL assessment coordinator must be copied on all e-mail communication between the Vendor and the districts. The EL assessment coordinator must first approve all written communication.
116. Besides the "help" functions embedded in the assessment software and automated online or phone-in support services, the successful Vendor must provide customer support for installing and using the online assessment software, including phone-accessible support personnel. The Vendor will host virtual weekly conference calls open to all district technology personnel and district test coordinators to discuss tech-related questions or issues. These conference calls will begin two (2) weeks before the opening of the testing window and end during the last week of the testing window.

# ATTACHMENT A

## V. MANAGEMENT FACTORS

### P. Contractor Prerequisites

117. A general description of the Vendor’s capabilities and capacities related to development, production, shipping, receipt, online and paper administration, scoring, data processing, reporting, and psychometric activities for the English Language Proficiency Assessment and Alt-ELPT must be included. Responses must demonstrate that the Vendor has, at a minimum, the qualifications and experience to work with a language proficiency assessment for English Learners. The description must also identify the number of employees in the company and the company’s location(s), including any presence in Mississippi. The overall capacity of the Vendor’s organization(s) and the resources that it will commit to the work for the project (by name and role in the project) must be provided.
118. Specific examples of the Vendor’s management work products, such as management plans, project calendars, schedules, risk management strategies, etc., should be identified under the relevant requirements and specifications and provided in attachments as appropriate. MDE expects to receive the same or better quality of work throughout the contract, including any extensions, as the examples provided in the proposal.

### Q. Deliverables

119. The contractor must be responsible for all tasks and deliverables required to complete the project as described in the Scope of Services. It is anticipated that this shall include but not be limited to the following:

Deliverable	Deliverable Date
Non-secure materials in the District (e.g., TAM & Teacher Guides)	No later than four (4) weeks before testing
Secure materials in the District	No later than four (4) weeks before testing
Online tutorials available for District use	No later than eight (8) weeks before testing
Online test delivery system demonstration	No later than four (4) weeks before testing
Online test delivery system available for District installation/download	No later than four (4) weeks before testing
Test forms loaded in online test delivery system and online test delivery system ready for testing	No later than four (4) weeks before testing
Reporting: Individual Student-Level Files posted	Annually, no later than the last Wednesday in June (4:00 p.m. CT)
Reporting: Individual Student-Level File Electronic Reports posted	Annually, no later than the last Wednesday in June (4:00 p.m. CT)
Reporting: State-level Master File(s) posted	Annually, no later than the last Wednesday in June (4:00 p.m. CT)

# ATTACHMENT A

Deliverable	Deliverable Date
Reporting: District-level File(s) posted	Annually, no later than the last Wednesday in June (4:00 p.m. CT)
Reporting: District-level Electronic Reports posted	Annually, no later than the last Wednesday in June (4:00 p.m. CT)
Reporting: School-level File(s) posted	Annually, no later than the last Wednesday in June (4:00 p.m. CT)
Reporting: School Electronic Reports posted	Annually, no later than the last Wednesday in June (4:00 p.m. CT)
Student Cumulative Record Label	Annually, no later than the last Wednesday in June (4:00 p.m. CT)
Technical Report (Mississippi specific) – final version to MDE	No later than October 30 annually.

## R. Participation

Below is the number of English learners who participated in the English Language Proficiency Test in their respective academic years. Please note that the number of students for the upcoming school years may be more or less, but this must not result in a change in cost.

	2021-2022	2022-2023	2023-2024
<b>K</b>	1,823	1,861	1946
<b>1</b>	1,630	1,886	2013
<b>2</b>	1,610	1,622	1879
<b>3</b>	1,568	1,696	1767
<b>4</b>	1,343	1,310	1557
<b>5</b>	1,171	1,048	962
<b>6</b>	787	754	798
<b>7</b>	788	655	779
<b>8</b>	690	606	646
<b>9</b>	679	707	712
<b>10</b>	476	584	642
<b>11</b>	355	387	456
<b>12</b>	311	266	303
<b>LP/B</b>	yes	yes	B – 2 // LP - 10
<b>SCD</b>	Took General ELPT due to no Alt-ELPT	Took General ELPT due to no Alt-ELPT	Took General ELPT due to no Alt-ELPT

# ATTACHMENT A

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<b>Total</b>	13,231	13,382	14,460
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Online: 13,135	14,370
Paper: 96	90