

**Request for Proposals for the 2011-2016
Administration and Further Development of the California Basic
Educational Skills Test (CBEST), the California Subject
Examinations for Teachers (CSET), the California Teacher of
English Learners (CTEL) Examination and the Reading Instruction
Competence Assessment (RICA)**



**COMMISSION ON
TEACHER CREDENTIALING**
Ensuring Educator Excellence

Proposal Deadline:

**May 25, 2010
10:00 a.m.**

**Commission on Teacher Credentialing
State of California
February 26, 2010**

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Part 1

Important Information for Prospective Bidders

A. Purpose of this Request for Proposals (RFP)

The California Commission on Teacher Credentialing (Commission) issues various types of teaching and services credentials, many of which require, or make optional, examinations to meet specific certification requirements. As part of its charge, the Commission is required to offer these examinations to potential credential candidates in a secure, equitable, and continual manner. The current contract to administer four of these examination programs expires at the end of the 2010-2011 testing year, and the Commission wishes to ensure their continuance. Another Commission objective is to use technological innovation to improve access to services. Based on the success of a piloted computer-based delivery system for one of the examination programs, the Commission is interested in continuing computer-based testing (CBT) for this program and expanding it to others.

This RFP is requesting proposals for the performance of work related to the California Basic Educational Skills Test (CBEST), the California Subject Examinations for Teachers (CSET), the California Teacher of English Learners (CTEL) Examination, and the Reading Instruction Competence Assessment (RICA). The contract shall require the winning bidder to perform the following work:

1. Continue all aspects of the administration of the four (4) examination programs for five (5) testing years, 2011-2012 through 2015-2016, and
2. Offer a phased-in CBT delivery system as indicated in this RFP for the CSET: Multiple Subjects examination, the CSET: Writing Skills examination, and the RICA Written examination, all of which have not previously been offered in a CBT format, and which shall also require the development of additional test items.

The anticipated beginning date of the contract is December 2010 to allow sufficient time to prepare for testing beginning in August 2011. With the last testing covered by this contract in July 2016, the ending date of the contact shall be October 31, 2016.

The following chart indicates the work relevant to the four (4) examination programs, with the work described more fully in the Score of Work and elsewhere in this RFP. Information about specific examinations within the programs can be found in Appendix A and at www.ctcexams.nesinc.com.

Examination Program	Specific Examination within Program	Test Administration		Item Development
		Paper-Based Testing (PBT)	Computer-Based Testing (CBT)	
CBEST	-	Continue for length of contract	Continue for length of contract	Yes
CSET	All except for both the Multiple Subjects (subtests 101, 102, and 103) and the Writing Skills (test 142)	Continue for length of contract	-	-
	Multiple Subjects (subtests 101, 102, and 103)	Continue each PBT subtest during testing year 2011-2012	Implement CBT for all subtests beginning August 2012 and administer until contract ends	Yes
	Writing Skills (test 142)	-	Develop CBT and administer starting August 2011 until contract ends	Yes
CTEL	-	Length of contract	-	-
RICA	Written Examination	Continue during 2011-2012 testing year	Develop CBT and administer starting August 2012 until contract ends	Yes
	Video Performance Assessment	Continue submission process	-	-

B. Organization of the RFP

Part 1 of this RFP provides important information for prospective bidders, including key action dates and contractual information. Part 2 provides background information about the Commission on Teacher Credentialing, primary participants, and the Commission's role with examinations. Part 3 provides information about the scope of work for which the contractor shall be responsible. Part 4 provides the selection criteria by which proposals shall be reviewed. Part 5 discusses the proposal review process, the contract award process, and the contract that the Commission expects to enter into as a result of this RFP.

C. Key Action Dates

Event	Date
RFP Available to Prospective Bidders	February 26, 2010
Telephone Bidders Conference	March 16, 2010 - 11:00 a.m.
Written Question Deadline	March 23, 2010 - 10:00 a.m.
Final Date for Proposal Submission	May 25, 2010 - 10:00 a.m.
Notice of Intent to Award	September 20, 2010
Proposed Award Date	Both the Commission and the California Department of General Services shall approve the award of the contract. The Commission shall take action to award the contract at the September 30-October 1, 2010 Commission meeting

All times are Pacific Time.

D. Communications Regarding this RFP

No contact regarding this RFP is allowed between potential bidders and members of the evaluation team, Commissioners, or staff after issuance of the RFP with the exception of Commission staff referenced in this RFP. Any unallowable contact may disqualify a potential bidder from further consideration.

E. Notice of Intent to Bid

Organizations with an interest in responding to this RFP are encouraged to fax (preferred) or mail, as soon as possible, a Notice of Intent to Bid (Appendix B) to the Commission as indicated on the Notice. The purpose of this notice is solely to inform the Commission of the identity of those who may wish to participate in the competitive bidding process, so that any correspondence related to the bidding process (e.g., answers to questions as described below) can be appropriately distributed. Submission of a Notice of Intent to Bid is not a promise or obligation to submit a proposal, nor does lack of a Notice of Intent to Bid disqualify a bidder from submitting a proposal.

F. Telephone Bidders' Conference

The Commission shall hold a Telephone Bidders' Conference beginning on the time and date noted in Key Action Dates, Section C of Part 1. The Commission will set up and pay for the conference call. If you would like to participate in the Telephone Bidders' Conference, contact Ms. Yvonne Novelli at the Commission, (916) 323-6512 or ynovelli@ctc.ca.gov, by 3:00 p.m. Pacific Time on the day before the conference call. During the Telephone Bidders' Conference, Commission staff will provide an overview of the RFP and respond orally to questions posed by potential bidders about the RFP and the contract. If a question requires additional research, Commission staff will request that the potential bidder submit the question as outlined in Section G, below. No written or recorded record shall be made of the Telephone Bidders' Conference.

G. Written Questions about the RFP

The Commission will accept written questions about this RFP. Written questions shall be accompanied by the submitter's name, organization, address, telephone number, fax number, and email address. Written questions shall be clear and shall indicate the page number(s) in the RFP where there is information related to the question. Written questions shall be submitted via email (preferred), mail, fax, so they are received no later than the Submission of Written Questions time and date noted in Key Action Dates, Section C of Part 1. Submit the written questions to:

Commission on Teacher Credentialing
Professional Services Division
1900 Capitol Avenue
Sacramento, California 95811-4213
Attn: Yvonne Novelli

Fax: (916) 327-3165
Email: ynovelli@ctc.ca.gov
Phone: (916) 323-6512 (Only non-substantive questions by phone.)

Questions received after the Submission of Written Questions time and date noted in Key Action Dates, Section C of Part 1, shall not be answered. As soon as possible, Commission staff shall distribute the questions and their responses to all who have submitted a Notice of Intent to Bid. To ensure that all prospective bidders have equal access to information, no substantive questions related to the RFP or the contract shall be answered by telephone, other than those posed during the Telephone Bidders' Conference. The Commission's responses to questions are to assist the potential bidders in responding to the RFP and are not incorporated in the contract. Bidders shall include the applicable information in their responses to the RFP, as appropriate.

H. Contractual Information

H.1 Length of the Contract

The Commission expects to enter into a contract that will begin December 2010, based on receipt of approval from the California Department of General Services (DGS), and expire on October 31, 2016. If for any reason the contract is extended beyond October 31, 2016, all conditions within the contract will continue until the end of the extended period. Any extension and any changes to the conditions within the contract, including the scope of work and the contract length, will require joint agreement by the Commission and the contractor, and approval by the DGS.

H.2 Scope of the Contract

The contractor shall be responsible for all aspects and costs of the test development and test administration described in this RFP. If the Commission asks the contractor to perform tasks not associated with this contract, the contractor shall not be responsible for those activities or costs. The scope of work specified in Part 3 of this RFP represents the minimum required of the contractor.

The Commission encourages bidders to propose no-cost enhancements, improvements, or innovations to the scope of work. Note, however, that the cost of the examinee test fees, by

which the contractor shall be paid for the entirety of the work to be performed pursuant to this RFP, is an important criterion for evaluating proposals.

H.3 Ownership of Materials

All examination materials, including but not limited to content specifications, test design, test items, test booklets, information and registration bulletins, registration forms, score scales, scoring criteria, scoring procedures, answer keys, test content outlines, judgmental data about test materials, the results of statistical analyses of test items and test forms, examinee registration data, examinee responses, examinee test results, test performance data, reports, manuals, and plans developed under the terms of the contract resulting from this RFP, as well as all data collected pursuant to that contract, shall be owned by the Commission. All materials owned by the Commission at the beginning of this contract shall remain the property of the Commission. All proprietary processes and trade secret information, including software, that is the property of the contractor at the beginning of this contract shall remain the property of the contractor.

When requested by the Program Coordinator, the contractor shall deliver in the manner, at the time(s), to the location(s), and to the extent specified by the Program Coordinator all requested examination materials and any other materials, including examinee data, owned by the Commission and in the possession of the contractor, its employees, its agents, and its subcontractors.

H.4 Possible Changes to the Work in the Resulting Contract

The work of the Commission, including examinations used for certification, is in compliance with the laws and regulations of the federal government and the State of California. Even though not anticipated at this time, new laws and regulations may affect the work established in the contract resulting from this RFP.

Changes to the state budget may impact the work required within this contract. As noted in the State Contracting Manual, this contract is valid and enforceable only if sufficient funds are made available by the Budget Act of the appropriate fiscal year for the purposes of this program.

If, based on the structure or content of the CBEST, CSET, CTEL, and RICA, additional items or other examination materials from those stated in this RFP are needed or additional time is need to perform the work, the contractor agrees to support the Commission's decision to seek an amendment to the agreement related to its scope of work, cost details, and length, as appropriate. The bidder shall include a statement in the response to this RFP that, if warranted, the Commission may seek extensions of this contract, and, at this time, the bidder sees no reason that would preclude the bidder from supporting the extensions if the bidder is awarded the contract.

H.5 Other Contract Provisions

Appendix C provides other contract terms and conditions that shall appear in the contract.

H.6 Business Recovery Plan

The successful bidder for the contract is required to submit its Business Recovery Plan to the Commission prior to contract execution. The Business Recovery Plan is subject to Commission approval, and shall include but not be limited to a detailed description of the following:

- a. A strategy for managing disaster situations.
- b. Distinct management and staff assignment responsibilities immediately following a disaster and continuing through the period of re-establishing normal operations.
- c. Prioritizing of critical applications and business functions recovery.
- d. A method for documenting operational procedures in a systematic fashion to permit a timely and orderly recovery.

The following websites are provided for reference only on business recovery plans: www.drj.com, www.fema.gov.

H.7 Insurances

The contractor shall acquire and maintain the following insurances, which shall remain in force throughout the term of the contract and any extensions. Certificates of insurance for each required policy shall be provided to the Commission within thirty (30) calendar days after execution of the contract. The insurance shall be issued by companies rated A-minus or better by the AM Best Company or meet the approval of the Commission. Each policy shall contain a provision whereby it cannot be canceled except by giving thirty (30) days written notice to insured and certificate holders. If the contractor's carrier cancels any policy, the contractor shall immediately obtain a replacement policy prior to expiration of the thirty (30) day notice period. Failure to provide and maintain any insurance or security shall result in the termination of the contract.

- a. *Workers' Compensation:* The contractor shall maintain Workers' Compensation insurance for all of its employees who shall be engaged in the performance of the contract pursuant to the requirements of California Labor Code section 3700.
- b. *Commercial General Liability or Public Liability Insurance:* The contractor shall maintain commercial General Liability insurance with limits of at least one million dollars (\$1,000,000) for any one person and one million dollars (\$1,000,000) for any one occurrence for death or bodily injury, and one million dollars (\$1,000,000) for any one occurrence for property damage. The policy shall also include coverage for liabilities arising out of premises, operations, independent contractors, products, advertising injury, and with a two million dollar (\$2,000,000) aggregate, personal and liability assumed under an insured contract. The policy shall identify the Commission contract number and include the Commission as loss payee, insofar as the operations under the contract are concerned. The Commission, Commission members, and Commission employees shall be added as additional named insured.

H.8 Transition at the End of the Contract

Before the ending date of the contract (or its successor contract or contracts with the contractor) is reached, the contractor shall deliver in the manner(s), at the time(s), to the location(s), and to the extent specified by the Program Coordinator all examination and other materials, including examinee data, owned by the Commission and in the possession of the contractor, its employees, its agents, and its subcontractors.

I. Responding to this RFP

I.1 Introduction

Part 3 of the RFP describes the majority of the required information to be provided by the bidder in the responses to the RFP. Bidders are reminded that one of the criteria within the proposal scoring process is the overall clarity and quality of the proposal. Further details on proposal organization and content are provided below.

I.2 Proposal Organization and Contents

A proposal shall be organized as described below. A proposal that is not organized as required shall be deemed non-responsive and shall not be evaluated. A proposal shall have all of the content specified below. Missing content shall result in a lower score. The required information shall be provided in a concise manner, without superfluous elaboration or redundancy. Sufficient detail shall be included, however, to indicate (a) that the bidder understands the issues associated with the services and products to be provided and (b) how the bidder plans to accomplish each project task and activity.

The winning proposal shall serve as the basis for and shall be incorporated by reference into the contract, so it is important that the responses to the criteria be clear, accurate, complete, and concise.

Proposal text shall be in a font size of not less than 12-pitch, with not less than a one-inch margin on all pages, in order to facilitate the proposal review process. All pages shall be consecutively numbered. Attachments and appendices do not need to be consecutively numbered from the main body of the proposal as long as any referenced attachment or appendix pages are easy to locate and the pages within each attachment or appendix are consecutively numbered.

a. Cover Page, Table of Contents

Begin with a *Cover Page* that identifies the bidder and indicates that the proposal is in response to this RFP. Include a statement, with an authorized signature, on the cover page that certifies both of the following:

1. The proposal is an authorized request for a contract with the Commission on Teacher Credentialing for administration and item development for the California Basic Educational Skills Test (CBEST), the California Subject Examinations for Teachers (CSET), the California Teacher of English Learners (CTEL) Examination, and the Reading Instruction Competence Assessment (RICA).

2. The bidder is currently eligible to do business in California.¹

Identify on the cover page a contact person(s) at the organization that is sponsoring the proposal, one or more telephone numbers, an email address, and a fax number where that individual(s) can be contacted during the proposal review period.

Follow the cover page with a *Table of Contents* that clearly outlines the sections, subsections, and topics of the proposal, and indicates by page number the locations of all sections, subsections, and topics.

Next, provide an *Introduction of no more than three (3) pages* that briefly demonstrates the bidder's understanding of the central issues associated with the tasks to be performed.

b. Proposal Narrative

The narrative of the bidder's proposal shall provide a detailed description of how the bidder would accomplish the entirety of the scope of work described in Part 3 of this RFP. The scope of work specified in Part 3 represents the minimum required of the contractor.

The responses to the areas specified in Part 3 of this RFP, including all required sections, subsections, and topics, shall be organized by, follow the same order as, and address each of the sections, subsections, and topics. The titles of the main sections are provided below.

- I. Scope of Work: Tasks Common to All Examinations and Move to Computer-Based Administration
- II. Corporate Capability
- III. Management and Staffing Plan
- IV. Cost Detail and Financial Arrangements

Within the discussion, the bidder shall specifically indicate that the bidder shall perform the work, provide the deliverables, and meet the timelines as described in Part 3 of this RFP. In addition, for each section, subsection, and topic under the subsection, the bidder shall describe how the bidder will accomplish the required work with high quality and in a timely manner. If subcontractors will be used, all tasks or activities that will be carried out by each proposed subcontractor shall be specified.

c. Response to the Contractor's Portion of the Registration Fee and the Service Fees

The bidder's response to both (1) the contractor's portion of the registration fee and (2) the service fees, noted in Cost Detail and Financial Arrangements of Part 3, Section V, must be submitted with the bid but in a separate, sealed envelope. Fourteen (14) copies of this response shall be submitted. The outside of the envelopes shall be labeled "CBEST, CSET, CTEL, and RICA examinations Cost Detail and Financial Arrangements, May 2010 RFP" and list the bidder's name.

¹ "Doing business" is defined in Revenue and Taxation Code §23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit.

I.3 Submission of Proposals

Fourteen numbered (i.e., 1 of 14, 2 of 14, etc.) copies of the proposal and two Compact Disc Read-Only Memory (CD-ROM) containing the text of the proposal shall be delivered to the Commission no later than the Final Date for Proposal Submission time and date noted in Key Action Dates, Section C of Part 1 and at the address shown above in Section G of Part 1. The fourteenth copy of the proposal shall have all text containing trade secret and proprietary information removed, and the second copy of the CD-ROM shall also have all text that contains trade secret and proprietary information removed. The CD-ROM may be used for the potential development of an agenda item recommending award of the contract and/or for development of the contract.

If the Commission denies any request for inspection under the Public Records Act based on an assertion by a bidder that the requested information constitutes proprietary or trade secret information, the bidder agrees to defend the Commission against any action resulting from such denial and agrees to hold the Commission harmless from any costs, expenses or damages that may result. If the Bidder fails to promptly provide such defense, the Commission shall be free to allow disclosure and the bidder shall be deemed to have waived any cause of action that it may have against the Commission respecting such disclosure.

I.4 Notification Regarding the Disposition of Proposals and Public Inspection or Disclosure

Proposals submitted in response to this RFP shall not be returned to the submitters.

In accordance with the California Public Records Act and subject to any exemptions contained therein, all proposals and all evaluation and scoring sheets shall be available for public inspection and disclosure following the release of the Notice of Intent to Award.

Before the Commission denies any request for public inspection or disclosure based on an assertion by a bidder that the requested information constitutes trade secret or proprietary information, upon request by the Commission, the bidder shall immediately provide justification for why such information constitutes trade secret or proprietary information. The bidder agrees to defend the Commission against any action resulting from a denial to inspect or disclose information the bidder has identified as trade secret or proprietary information and further agrees to hold the Commission harmless from any costs, expenses, or damages that may result from such denial. If the bidder fails to promptly provide the requested justification or defense, the Commission may allow full inspection or disclosure and the bidder shall be deemed to have waived any cause of action that it may have against the Commission respecting such inspection or disclosure.

J. Preference Programs and Technical Requirements

J.1 Preference Programs

The State of California encourages participation in state contracting by various segments of the business community. Bidders may contact the California Department of General Services (DGS), www.dgs.ca.gov, to determine if they may be eligible for the preference

programs. To receive preference, the bidder shall complete the appropriate form(s), certify to perform the contract work as specified, and include the form(s) in the proposal.

- a. Small Business Preference:
Contact DGS for appropriate form.
- b. Target Area Contract Preference (TACPA),
Standard Form STD 830: www.documents.dgs.ca.gov/osp/pdf/std830.pdf
- c. Local Agency Military Base Recovery Area (LAMBRA) Act,
Standard Form STD 832: www.documents.dgs.ca.gov/osp/pdf/std832.pdf
- d. Enterprise Zone Act (EZA),
Standard Form STD 831: www.documents.dgs.ca.gov/osp/pdf/std831.pdf

J.2 Technical Requirements

All bidders shall provide the following technical information. A bidder not complying with this requirement shall be deemed nonresponsive, the bidder's proposal shall not be evaluated, and the bidder shall not be eligible for the contract award. A listing of this information is also provided on the Proposal Evaluation Criteria in Part 4. The required technical information is as follows:

- a. Identification of the legal corporate status of the bidder, including specifying any parent company or subsidiaries.
- b. The name, address, telephone number, email address, and fax number of individual(s) authorized to discuss the terms of the contract.
- c. Disabled Veteran Business Enterprise Participation Goals (See Appendix D).
- d. A completed Nondiscrimination Compliance Statement, STD 19 (See Appendix D).

Following award of a contract, the winning bidder shall also submit the following:

- e. A completed Payee Data Record, STD 204 (See Appendix D).
- f. A completed Contractor Certification Clauses, CCC 307 (See Appendix D).

Part 2

Background Information

A. Role of the Commission in Examinations

The Commission issues credentials, certificates, and permits that authorize service as a teacher, administrator, counselor, or other professional service provider in California's public schools. California uses a number of examinations to assess candidates' competencies in basic skills, subject matter proficiency, and professional knowledge, including the CBEST, CSET, CTEL, and RICA.

For more specific information regarding these examinations, the specific knowledge, skills, and abilities they measure and the credential requirements they each satisfy, see Part 2, Section D, below, as well as Appendix A. All of these exams are owned by the Commission.

B. Description of the Commission

The Commission is an agency in the Executive Branch of California State Government. Created in 1970 by the Ryan Act, the Commission is the oldest of the autonomous state standards boards in the nation. The major purpose of the agency is to serve as a state standards board for educator preparation for the public schools of California, the licensing and credentialing of professional educators in the state, the enforcement of professional practices of educators, and the discipline of credential holders in the State of California.

The Commission consists of nineteen members, fifteen voting members and four ex-officio, non-voting members. The Governor appoints fourteen voting Commissioners and the State Superintendent of Public Instruction or his/her designee serves as the fifteenth voting member. The four ex-officio members are selected one each by the major elements of the California higher education constituency: Association of Independent California Colleges and Universities, Regents of the University of California, California Postsecondary Education Commission, and the California State University. The Governor-appointed Commissioners consist of six classroom teachers, one school administrator, one school board member, one school counselor or other non-administrative services credential holder, one higher education faculty member from an institution for teacher education, and four public members. Governor-appointed Commissioners are typically appointed to four-year terms, and serve as volunteers in unpaid positions.

The Commission meets publicly approximately eight times each year, with the majority of meetings held in Sacramento. The Commission's staff prepares an agenda for each meeting, including regular updates on the Commission's examinations. All major policy proposals relating to examinations used for California certification are presented to the Commission for review and adoption.

C. Primary Participants

Besides the contractor, the primary participants in the work described in this RFP shall be the Commission, the Program Coordinator, the Subject Matter or Content Expert Advisory Panels, and the Bias Review Committee.

Staff members from the Commission's Examinations and Research Unit, Professional Services Division, serve as the Program Coordinators for each examination program. The Program Coordinator for the CBEST, CSET, CTEL, and RICA activities under the contract resulting from this RFP shall be the principal Commission staff member with whom the contractor shall interact during the term of the contract. The Program Coordinator shall serve as liaison between the contractor and the Commission, its executive management, and its administrative staff. The Program Coordinator, or her/his designee, shall monitor the contractor's work, especially for the quality of services and products and the adherence to performance deadlines. The Program Coordinator and other representatives from the Commission may observe the contractor's performance of any phase of the scope of work.

All materials, products, services, and procedures under this contract shall be reviewed and approved by the Program Coordinator, who shall work under the direction of the Commission's Administrator of Examinations and Research. Some of these may require review and approval by the Executive Director of the Commission and/or the Commission.

For the item development work, the contractor shall work with the Commission's Subject Matter or Content Expert Advisory Panel for each examination. The specific Advisory Panels for the work to be accomplished under this RFP are yet to be determined but will consist of approximately fourteen (14) to sixteen (16) California educators with appropriate experience and expertise in the content of the respective examination. The Advisory Panels will play an integral part in performing the work related to the development of test items as described in the scope of work. The Commission's Executive Director will appoint the Advisory Panel members through an open application process. The contractor shall work with the various Advisory Panels as appropriate for the series of examinations and content areas for which new items need to be developed.

The Commission's Bias Review Committee consists of approximately twenty (20) California educators from diverse backgrounds. This committee has served the Commission in the past by reviewing various test materials for bias. The Bias Review Committee will review the test items for the purpose of detecting and eliminating potential bias or offensiveness. The contractor shall present the Bias Review Committee's findings and recommendations as needed to the appropriate Advisory Panel(s) for each examination for which new items are developed.

D. The CBEST, CSET, CTEL, and RICA Examination Programs

The California Basic Educational Skills Test (CBEST) is one of the options available to candidates to verify basic proficiency in reading, mathematics, and writing, which is required for nearly all credentials, certificates, and permits. The CBEST was first administered in 1982 and is currently offered in paper-based and computer-based formats.

The California Subject Examinations for Teachers (CSET) is the current set of examinations used to verify candidates' subject matter knowledge. Candidates are required to demonstrate competency in the content area(s) they shall teach. These CSET examinations measure candidates' subject matter knowledge, skills, and abilities, not their pedagogical knowledge. The CSET examinations are offered in multiple subjects for elementary candidates and in a range of single subjects for single subject candidates. Education specialist candidates also use this option to verify subject matter knowledge. The CSET also includes an optional Writing Skills test that may be used by candidates to meet the basic skills requirement only when taken and passed in conjunction with the CSET: Multiple Subjects examination. Additional CSET examinations measure competencies in bilingual methodology and bilingual culture as well as in educational technology. The CSET was first administered in 2003, and is currently offered in paper-based format only.

The California Teacher of English Learners examination (CTEL) is used by candidates other than those prepared in SB 2042 teacher preparation programs who need to demonstrate they have the knowledge, skills, and abilities to effectively teach English Learners (EL). The CTEL was first administered in 2005, and is currently offered in paper-based format only.

The Reading Instruction Competence Assessment (RICA) is designed to test professional knowledge about the teaching of reading. All multiple subject and education specialist teacher preparation programs are required to include instruction in the teaching of reading in their methodology courses. California Multiple Subject and Education Specialist candidates shall pass the RICA before they are recommended for an initial credential. Passage of the RICA is not a requirement for the single subject teaching credential. The RICA was first administered in 1998. The RICA is currently offered in a paper-based format and a video submission format.

Appendix A contains more specific information regarding each of these examination programs, including test design.

Part 3 Scope of Work

Section I: Tasks Common to all Examinations

Test Administration, Scoring, Data Analyses, Documentation, and Reporting

The contractor shall be responsible for all activities and costs related to the statewide test administration of the CBEST, CSET, CTEL, and RICA examinations throughout the term of the contract, as described in this RFP. All aspects of the contractor's work shall be consistent with that commonly accepted for insuring that an examination is legally defensible. *The following identifies the minimum requirements that bidders shall address in the proposal, and may be followed by specific questions unique to the subsection or topic that shall be answered as well.*

Subsection I: Test Administration

This section addresses the work described in Tasks A through C below which are required for the administration of the CBEST, CSET, CTEL, and RICA examinations for the duration of the contract period.

Task A: Development of Test Administration Schedule, 2011-2016

The bidder shall propose a schedule for administrations of the CBEST, CSET, CTEL, and RICA examinations for the 2011-2016 testing years, beginning with August 2011. In developing the examination administration schedules, the bidder must take into consideration that the first exam administrations under this contract shall occur in August 2011, and all preparations for administration shall be in place prior to this date.

Current Test Administration Schedule and Frequency of the CBEST, CSET, CTEL, and RICA Examinations

Examination	Number of Annual Administrations	Frequency
CBEST (paper-based)	6	Every other month, beginning in August
CBEST (computer-based)	12	Throughout the year
CSET	2-6, depending on the specific CSET exam	Every other month, beginning in July for larger CSET examinations
CTEL	2	December and June
RICA (written)	6	Every other month, beginning in August
RICA (Video Performance)	3 submissions	November, March, June

For more specific information regarding current testing dates see Appendix A and the Commission's examinations website (www.ctcexams.nesinc.com). **Important Note:** Bidders may continue to use the current schedule as described above, or, if they choose, bidders may

propose alternative test administration schedules and frequencies, but in no instance may each examination be offered fewer times than it is currently available to candidates.

The dates of the administrations shall take into consideration those registrants whose religious beliefs preclude them from taking a test on a specific day of the week such as Saturday.

The contractor may propose revisions to this schedule, if any are necessary, to accommodate moving the CSET: Multiple Subjects, CSET: Writing Skills, and RICA Written examinations to a computer-based format, as described in Section II, Task F of this RFP.

In all cases, the final dates of the administration for each examination regardless of format shall be selected in consultation with and approved by the Program Coordinator.

Task B: Test Administration Process

The contractor shall administer the CBEST, CSET, CTEL, and RICA examinations for the duration of the contract. Beginning with the August 2011 administrations, the contractor shall be responsible for all activities and costs related to the statewide CBEST, CSET, CTEL, and RICA administrations during the life of the contract. The Commission expects that the implementation of this task shall encompass but not be limited to performing the following primary activities:

Activity B-1: Registration Process

The contractor shall develop, implement, and modify, as necessary, policies and procedures required for the registration of examinees for the CBEST, CSET, CTEL, and RICA examinations. These policies and procedures shall be appropriate for a secure, high-stakes examination used for credentialing purposes and shall ensure equitable access to registration processes for all examinees.

The contractor shall:

- a. Establish, maintain, and update as needed a public access website for each of the CBEST, CSET, CTEL, and RICA examination programs that includes but is not limited to online registration information, test guides, sample examination materials, and other information about the examination program. No less information than is currently available on the examinations website shall be provided. Each website shall be linked to the Commission's website (www.ctc.ca.gov) and any other website approved by the Program Coordinator. The website shall also provide candidates with advance information regarding any forthcoming changes to the examination program. This website shall be available 24 hours a day, 7 days per week.
- b. Establish a registration system that allows candidates to register either electronically (via the Internet), by mail, or by telephone. These three (3) registration options shall be available beginning with the initial examination administration.
- c. Establish and enforce for each administration all of the following:
 1. A regular registration deadline that is no more than four (4) weeks and one (1) calendar day prior to the administration and through which candidates can register (a) electronically or (b) by mail.

2. A late registration period that begins at the end of the regular registration deadline and ends no earlier than eleven (11) calendar days prior to the administration. During the late registration period, candidates may register (a) electronically, (b) by mail, or (c) by telephone. (NOTE: If the score report mailing date for an administration is not more than seven (7) U.S. Post Office business days prior to the regular registration deadline for the next administration, the contractor shall send each failing examinee a Consecutive Retake Coupon with his/her score report. This coupon shall waive the late registration fee for the next administration.)
 3. An emergency registration period that begins at the end of the late registration period and ends no earlier than four (4) calendar days prior to the administration date during which candidates may register (a) electronically or (b) by telephone.
- d. Review the information provided by registrants on paper or electronic registration forms to determine if the information provided is complete, and inform registrants within three (3) days of receipt when their registration materials are incomplete and therefore not acceptable.
 - e. Assign registrants (a) to testing sites, honoring their testing area preferences to the extent feasible, and (b) to specific rooms and seats within the testing site.
 - f. Provide to each registrant a ticket of admission to a testing site, which informs the registrant of his or her assigned testing site, the examination for which he/she is registered, reporting time, recommended/required items for the testing session (e.g., video performance assessment materials, acceptable forms of identification), items that are prohibited from the testing session (e.g., cell phones or other communicative devices), driving directions to the testing site, and other information deemed necessary by the Program Coordinator. Candidates who register electronically shall be able to download and print their admission tickets when the electronic registration process is completed. Candidates who register by mail or telephone shall receive their admission tickets as far in advance as possible, but in no case less than fourteen (14) calendar days prior to their administration date for candidates who register by the regular registration deadline, and no less than three (3) calendar days prior to the administration date for candidates who register during the late registration period. For those candidates who register by telephone during the emergency registration period, an admission ticket shall be sent to them if it is reasonable to expect they will receive it prior to the administration date. If time will not allow for these emergency registrants to receive an admission ticket, the contractor shall advise them of this and verbally provide them with the same information that appears on the admission ticket.
 - g. For each administration, provide to the Program Coordinator the number of registrations received, totaled by the regular registration deadline, the late registration deadline, and the emergency registration deadline. The contractor shall provide this information within five (5) business days following the emergency registration deadline and at any time upon the Program Coordinator's request.
 - h. Collect, process, and document all fees submitted by registrants and third parties, such as school districts, on behalf of examinees.

- i. Implement procedures for refunding fees (within five (5) weeks of the contractor's receipt of a request for canceling registration) to registrants who withdraw their registration by the late registration deadline: 5:00 p.m. Pacific Time by internet or postmark date by mail. Registrants who withdraw by the late registration deadline shall receive a refund of all test fees (i.e., there is no "withdrawal charge").
- j. Implement procedures for the rollover of fees of absentees because of extenuating circumstances, as determined jointly by the contractor and the Program Coordinator.
- k. Allow registrants to change the examination date or preferred testing area on a space available basis for which they are registered at no cost provided that such requests are received by the contractor by a specified deadline that is no earlier than the late registration deadline prior to the earliest affected administration date.
- l. Develop and maintain an examinee data file, which includes for each examinee identifying demographic and background information as well as up to date information about each examination taken, scores, pass/fail status, and testing dates. The contractor shall make available to the Program Coordinator upon request any information contained in the examinee data file. If another contractor is awarded a contract for the administration of the examination following the expiration of the contract awarded on the basis of this RFP, the contractor shall provide to the new contractor the complete examinee data file on a date and in a manner determined by the Program Coordinator.

When responding to the RFP, in addition to identifying how you would implement the requirements identified above, address the following issues.

With regard to providing candidates the opportunity to register electronically via the Internet, describe how you would respond to and deal with examinees who do not have a social security number.

How would the registration process differ for computer-based and paper-based administrations?

Activity B-2: Development of Registration Bulletins and Registration Forms

- a. The contractor shall develop and make available in electronic downloadable format annual test registration bulletins for each of the four examination programs. The contractor shall:
 1. Develop for review and approval by the Program Coordinator annual registration bulletins for each examination program for each testing year covered by this contract.
 2. Make the annual registration bulletin available at each of the CBEST, CSET, CTEL, and RICA websites at least eight weeks prior to the regular registration deadline for the first administration for each examination in that testing year.
 3. Allow adequate time for the Program Coordinator to review the initial and final drafts of each bulletin.

4. Provide a registration form and a pre-addressed envelope in which candidates can mail their registration materials to the contractor for examinees who wish to register by mail.
5. The contents of the registration bulletin for each exam shall include but not be limited to the information contained on the current examination websites (www.ctcexams.nesinc.com):
 - i. A table of examination dates, deadlines, and score report dates
 - ii. Commission and contractor contact information
 - iii. A table of contents
 - iv. Information about the specific examination and purpose it serves
 - v. The minimum passing requirement
 - vi. Information for preparing for the examination, including test guides
 - vii. A list of test sites
 - viii. Fees and payment policies
 - ix. Examinee testing rules including identification requirements and prohibited materials
 - x. Procedures for registering for the exam, including registration procedures during the regular, late, and emergency registration periods
 - xi. Procedures for registering for alternative testing arrangements
 - xii. Procedures for changing the registration or withdrawing it
 - xiii. Information on obtaining test results, verifying score results, and requesting additional score reports
 - xiv. Procedures and policies for retaking the test
 - xv. Necessary forms related to the test registration
- b. The contractor shall design and create, for review and approval by the Program Coordinator, a registration form for each testing year which shall collect registrant identifying information, including name, address, and social security number, as well as demographic and background information about each registrant. The specific information to be collected shall be determined by the Program Coordinator.
- c. Before each year's registration bulletin is made available, for each examination, the contractor shall distribute (via mail or electronically) a one-page advance notice flyer (suitable for posting on bulletin boards). The flyer shall indicate the test dates, registration deadlines, score report mailing dates, registration bulletin availability date, and any information regarding changes to the examination program. The advance notice flyer shall be posted on the appropriate examination website and distributed to all of the following:
 1. School districts in California
 2. California County Offices of Education
 3. Colleges, universities, and other entities that offer Commission-approved professional preparation programs

When responding to the RFP, in addition to identifying how you would implement the requirements identified above, address the following issue.

Understanding that the first administration of exams under this contract shall be in August 2011, provide a proposed schedule for the timely development, review, and approval of the initial registration bulletins for each of the examination programs included in this RFP.

Activity B-3: Communications with Examinees

The contractor shall develop and implement a comprehensive system for communicating with examinees and other parties who have an interest in the examination. The contractor shall provide and maintain a toll free number for examinees to contact the contractor, including toll free TDY access for deaf and hard of hearing individuals.

The contractor shall:

- a. Receive communications via telephone, mail, fax, and email. The contractor shall respond to written inquiries and requests received via mail, fax, or email within three business days of receipt. For email inquiries and requests, the contractor shall also institute an immediate return receipt email to the correspondent acknowledging receipt of the email and expected response time. Upon request, the contractor shall provide to the Program Coordinator copies of any correspondence with examinees.
- b. Make available an adequate number of trained service representatives to register candidates during the late and emergency registration period (discussed below) and to respond to telephone inquiries every business day from at least 9:00 a.m. to 5:00 p.m. Pacific Time. Sufficient telephone equipment and staffing shall be deployed at all times so that all calls can be answered and no callers are “on hold” for more than three minutes. The contractor shall provide supervisory staff as needed to assist service representatives with concerns callers may have about any aspect of the testing service.
- c. Make available a process by which deaf and hard of hearing individuals can communicate with trained service representatives during the days and times that communication is available to hearing individuals.
- d. Make available an adequate number of trained service representatives to respond to telephone inquiries from registrants on each testing date for at least three hours including the hour prior to the examinee reporting time. If there are multiple test sessions on a testing day, service representatives shall be available for the hour prior to the examinee reporting time for each session.
- e. Make available 24 hours per day, 7 days per week, an automated information system from which callers can get information about the examination.

Activity B-4: Alternative Testing Arrangements

The contractor shall:

- a. Provide alternative testing arrangements for both (a) registrants whose religious beliefs preclude them from taking a test on Saturday and (b) registrants who need accommodations due to a verified disability (either a permanent disability or a temporary impairment).
- b. Submit for review and approval by the Program Coordinator a *Policy Manual for Alternative Testing Arrangements*. The policy manual shall address such issues as

- eligibility requirements, review of individual candidate requests, required documentation for alternative arrangements, registration procedures, available accommodations, process for approval/denial of requests, and the process for examinee appeal of decisions about accommodations.
- c. Submit to the Program Coordinator a draft outline of the *Policy Manual for Alternative Testing Arrangements* by the date indicated in the Due Dates for Examination Manuals and Reports chart, a draft manual within two weeks of the Program Coordinator's approval of the outline; and a final manual within two weeks of the Program Coordinator's provision to the contractor of feedback on the draft. The contractor shall implement all of the policies contained in the final manual.
 - d. Information about alternative testing arrangements, including the application process, shall be provided in the annual registration bulletins and on the website for the testing program.
 - e. After each administration and as part of the *Examination Administration Issues Report*, provide the Program Coordinator a list of examinees who requested alternative accommodations due to religious beliefs and/or a verified disability for that administration, including the requested accommodation(s) and the grant/deny status for the individual. If the individual was denied the accommodation, include the reason for the denial.

The policies for alternative testing arrangements shall be in accordance with the Americans With Disabilities Act of 1990 (PL 101-336) and with any federal or state law or regulation dealing with testing of examinees with disabilities that has been enacted since PL 101-336 or that becomes effective during the term of the contract.

Registrants granted alternative arrangement accommodations shall be able to take the examination in convenient locations, and as often and for the same test fees as other examinees. When accommodations are necessary for an individual with a disability, exam modifications may include changes in testing time (e.g., a full-day test session), changes in the format of stimulus materials or examinee responses, and the provision of approved auxiliary aids or services. The accommodations provided by the contractor may not fundamentally alter the measurement of the knowledge, skills, and abilities that an examination is intended to assess, nor result in an undue burden to the contractor. Decisions about alternative testing arrangements shall be made on an individual basis, consistent with the *Policy Manual for Alternative Testing Arrangements*.

When responding to the RFP, in addition to identifying how you would implement the requirements identified above, address the following issue.

Describe what types of alternative testing accommodations, if any, you would propose to grant automatically to a candidate who provides sufficient documentation and those which you feel the Program Coordinator shall be consulted about prior to making a decision to grant or deny the requested accommodation.

Activity B-5: Site Selection and Inspection

The contractor shall establish testing sites, including computer-based testing sites for exams that require computer-based administration, throughout California. Minimum requirements are listed below:

- a. There shall be sufficient testing areas so that no California registrant is required to travel more than 150 miles one-way to take the examination, unless approved by the Program Coordinator.
- b. Within each testing area, examinations shall be administered during each administration at one or more testing sites as necessary to accommodate all registrants who selected that area.
- c. All testing areas, testing sites, and testing rooms are subject to the approval of the Program Coordinator.
- d. The testing environment and physical facilities in each testing room shall be conducive to the proper administration of a standardized, secure, certification test for educators.
- e. Each testing site shall have the following characteristics.
 1. Testing sites/rooms shall have adequate space, furniture, lighting, heating, air conditioning, ventilation, functioning restrooms, parking, access for handicapped and left-handed examinees, access to water, and other amenities needed for a successful administration. Examinees shall be seated no closer than four (4) feet apart side to side and two feet apart front to back or in individual cubicles that maintain test security.
 2. Testing rooms shall not contain any non-examination materials related to the content of the examination (e.g., charts, posters, textbooks).
 3. No other event that might cause noise or crowds distractive to examinees, or that might significantly affect examinee access to the facilities (e.g., parking, restrooms), shall be scheduled to occur at the testing site during the time the contractor administers the examination.
 4. Computer systems used at testing sites by either administration staff or examinees shall be secure and have limited access to only authorized users.
 5. Examination site shall have an area that can be used as a limited-access secure storage area for restricted examination materials at any time during which secure materials are at the site.

Prior to using any testing site, the contractor shall visit the testing site and testing room(s) to assess their appropriateness. The contractor shall, among other things, ensure space at the site on the scheduled administration dates and provide for adequate custodial services. Testing sites that prove to be unsatisfactory (e.g., lack of cooperation of testing site personnel, or improper functioning of lighting or heating) shall not be used again unless the problem(s) is resolved. If (a) a contractor has been successfully using a testing site currently in use, (b) the contractor has visited the testing site and testing room(s) at least once since September 1, 2010, and (c) the testing site meets the criteria described above, then it shall not be necessary for the contractor to revisit the site prior to using it as a site for the examination. The contractor shall propose a process for periodically visiting test sites as appropriate to determine the suitability of continued use of that site over the lifetime of the contract.

Activity B-6: Organization of Test Sites

At the testing site, the test administration staff shall have, at the minimum, immediate telephone access to knowledgeable contractor staff throughout the testing day.

Based on the specific needs of the examinees granted alternative testing arrangements, the contractor shall provide appropriate testing rooms, testing aids, and other special accommodations. The quality and quantity of any materials specifically provided to examinees granted alternative testing arrangements shall be such that the material provided is presented clearly and the examinee has the opportunity to respond clearly.

The contractor shall be responsible for all equipment at both paper-based and computer-based testing sites needed to successfully administer the examination. All equipment shall be in good working order and accompanied by any instructions needed for their use. Test administrators in charge at each computer-based testing site shall be trained in the use of the computer system used by the examinees. All test administrators in charge at all test sites shall be trained on any other equipment needed for test administration at these sites, such as electronic thumbprinting devices.

Activity B-7: Testing Site Personnel Selection and Training

The contractor shall be responsible for identifying, selecting, and training individuals to serve as testing site administration staff. At each paper-based and computer-based testing site on each administration date for each examination, the contractor shall provide a sufficient number of testing site administration staff, including, when needed, those with specialized training, and shall also assure that a sufficient number of custodial staff is available to assure a smooth and secure examination administration.

The bidder shall describe the types and roles of test site administration staff that would be used for both paper-based testing sites and computer-based testing sites.

In the selection of testing site personnel, the contractor shall make efforts to recruit members of various ethnic, cultural, gender, and age groups. All testing site supervisory staff responsible for the testing site shall be familiar with testing issues and have experience administering standardized examinations.

The contractor shall be responsible for ensuring that all testing site administration staff are adequately trained so that the CBEST, CSET, CTEL, and RICA examinations, both paper-based and computer-based, are successfully administered in such a way that the examination administration processes are secure, fair to all examinees, and legally defensible. No individual shall serve as a testing site administration staff member before receiving the requisite training.

The contractor shall develop and annually update training materials for test site supervisory and other test administration personnel that address all aspects of implementing a secure testing process for examinees. The contractor shall describe the content and format of all

training materials used both to train test administration personnel and to be available on site for reference during each test administration.

At the request of the Program Coordinator, Commission staff may observe any examination administration and may also review the test administrator's reference materials.

When responding to the RFP, in addition to identifying how you would implement the requirements identified above, address the following issues.

With regard to the testing site administration staff, describe the following:

- *The number and qualifications of testing site administration staff currently available to you in California.*
- *The criteria you would use for hiring testing site administration staff for the CBEST, CSET, CTEL, and RICA.*
- *The training to be provided to testing site administration staff and the minimum qualifications of the trainers.*

Activity B-8: Operational Test Forms Assembly

Before the examination forms are created for each examination administration the contractor shall select items that were previously field-tested with strong psychometric characteristics. The contractor shall follow the criteria approved by the Program Coordinator for selecting items for specific test forms and for maintaining parallel test forms across administrations.

When responding to the RFP, in addition to identifying how you would implement the requirements identified above, address the following issue.

Explain in detail your proposed processes and criteria for test form construction and review.

Activity B-9: Testing Site Operational Processes and Procedures

Working with the Program Coordinator, the contractor shall establish and implement policies and procedures necessary for and appropriate to the secure and standardized CBEST, CSET, CTEL, and RICA administrations. The contractor shall make all arrangements and conduct all activities necessary for the administrations of the CBEST, CSET, CTEL, and RICA examinations, as appropriate to each of these examination programs.

The contractor shall submit for review and approval by the Program Coordinator a written *Test Administration Procedures Manual* that shall:

- a. Specify the on-site test administration policies and procedures for both paper-based and computer-based examination administrations, including, but not limited to:
 1. Appropriate photographic or other identification, including fingerprinting, of each examinee who represents himself or herself at the testing site as the person who has registered.
 2. Admission and seating of examinees at the testing site.
 3. Administration of the examination.

4. Adequate supervision of the administration to ensure that examinees are in compliance with the rules and conditions established for the administration of the examination.
- b. Include procedures for responding to unforeseen events that occur at or near testing site that make it difficult or impossible to proceed with a standard paper-based and computer-based test administration (e.g., earthquake, civil conflict, fire). This emergency plan shall include but not be limited to contractor-Program Coordinator contact procedures, contingency monitoring, test administrator contact protocol, registrant notification, and potential solutions to specific emergency events.

The contractor shall submit to the Program Coordinator a draft outline of the *Test Administration Procedures Manual* by the date indicated in the Due Dates for Examination Manuals and Reports chart, a draft plan within two (2) weeks of the Program Coordinator's approval of the outline, and a final plan within two (2) weeks of the Program Coordinator's provision to the contractor of feedback on the draft. The contractor shall implement the policies contained in the final plan.

When responding to the RFP, in addition to identifying how you would implement the requirements identified above, address the following issues.

Describe your experience in administering computer-based tests.

Activity B-10: Security

The security of the examination is crucial to ensure that no examinee has an unfair advantage in demonstrating his or her knowledge or abilities. This section of the RFP addresses both security of examination materials and the rights of individual examinees.

To maintain the security of the examinations, the contractor shall be responsible for the following:

- a. **Developing and assuring that all members of the Subject Matter and Content Advisory Panels, Bias Review Committee members, test administration staff, and scorers sign a confidentiality agreement regarding the security of the examinations themselves as well as of the ancillary examination materials.**

This agreement shall indicate that for three (3) years following their last date of service, the individual signing the agreement shall neither (a) take the exam on which they worked (CBEST, CSET, CTEL, or RICA) nor (b) become involved in any preparation material development or preparation training for the exam on which they worked (CBEST, CSET, CTEL, or RICA) on behalf of any individual or organization that has a goal of making a financial profit. The Program Coordinator may also determine that a scorer who has been involved, within one year before the beginning of a scoring session, in the provision of preparation training for the exam on which he/she has applied to work (CBEST, CSET, CTEL, or RICA) on behalf of any individual or organization that has a goal of making a financial profit, shall be disqualified from being a scorer during that scoring session. Determination of "a goal of making a financial profit" shall be at the Commission's sole discretion. By signing the

contract, these members, administration staff, and scorers shall further agree not to be involved in any activity that might divulge information about the examinations not available to the public.

b. Using a computer system for examination materials and examinee information that is secure and has limited access only to authorized individuals.

The system shall employ, at a minimum, a level of data and physical security compliant with the California State Administration Manual and the federal government's C2 criteria (Controlled Access Protection, as outlined in Department of Defense 5200.28-STD, and further described in NCSC-TG-005, version (1) and with any federal or state law, regulation, or policy dealing with level of data and physical security compliancy that has been enacted since C2 criteria or that becomes effective during the term of the contract. Authorized personnel shall access the examination materials and examinee information only on a need-to-know basis.

c. Security of Examination Materials and Examination Administration

The contractor shall implement stringent procedures that are designed to prevent breaches of examination security involving examination materials, including, but not limited to:

1. Maintaining strict security at all of its facilities, including but not limited to testing sites and those of subcontractors if any, and restricting access to examination materials to authorized personnel only.
2. Ensuring the security of examination materials at all times, including but not limited to items, item banks, test-secure directions and other test administration materials, security protocols, and test site personnel training materials, whether the materials are in-house or out-of-house.
3. Maintaining the security of examination materials at testing sites through the implementation of strict examination administration procedures, including a secure and traceable means of transporting examination materials both paper-based and/or electronic to and from the testing sites.
4. Immediately notifying the Program Coordinator whenever there is a suspected or actual security breach as soon as possible but no later than the next business day after its discovery. The contractor shall promptly address and correct any breaches of security in cooperation with the Program Coordinator. The contractor shall submit a written report regarding the breach and its resolution to the Program Coordinator within ten (10) business days of its resolution.

When responding to the RFP, in addition to identifying how you would implement the requirements identified above, address the following issue.

Give an example of what you would consider a breach of security related to examination materials, and describe how you responded, or would respond, to that breach.

Describe the test security at the computer-based testing sites you are proposing to use.

d. Security Procedures Manual

The contractor shall submit to the Program Coordinator a draft outline of the *Security Procedures Manual* for review no later than the date indicated in the Due Dates for Examination Manuals and Reports chart; a draft manual within two (2) weeks of the Program Coordinator's approval of the outline; and a final manual within two (2) weeks of receiving the Program Coordinator's edits on the draft manual. The manual shall address all issues related to security as described in this RFP. The contractor shall implement the policies contained in the final manual.

e. Examinee Security Measures

The contractor shall:

1. Develop and implement procedures designed to prevent and detect security violations by examinees. Such breaches include, but are not limited to, copying answers, collaboration, contact with others (including but not limited to the use of communicative devices such as pagers or cell phones), unauthorized or unreturned materials, and impersonation.
2. Investigate potential security breaches and initiate steps to resolve the issue.
 - i. The contractor shall immediately notify the Program Coordinator whenever there is a suspected or actual security breach as soon as possible but no later than the next business day after its discovery.
 - ii. The contractor shall provide the Program Coordinator with a complete written report regarding any examinee security violations or incidents that occur at an examination administration within ten (10) business days of the administration.
 - iii. Upon request, the contractor shall provide to the Program Coordinator signed statements from test administrators and others who have information regarding security breaches.
 - iv. In any litigation or adverse action (e.g., credential denial) resulting from security issues, the contractor shall provide support including but not limited to preparation of materials and providing procedural information to the Commission.

When responding to the RFP, in addition to identifying how you would implement the requirements identified above, address the following issues.

The Commission is extremely concerned about examinees who have communication devices, such as cell phones, in their possession during an examination. Describe your policy regarding cell phones and other communicating/copying devices and how the policy would be implemented at both paper-based and computer-based testing sites.

f. Thumbprinting

The contractor shall implement procedures to thumbprint each examinee on the day of the examination administration prior to giving the examinee access to secure examination material. The contractor shall notify examinees of the thumbprinting requirement prior to the testing date and shall train test administrators on the required thumbprinting procedures.

g. Security and Confidentiality of Individual Scores

The contractor shall:

1. Ensure that the examination scores obtained by an examinee are accessible only to that individual and other appropriate, legitimate entities.
2. Not provide scores to any person or entity other than those indicated in the contract or those for whom the Program Coordinator has provided a written authorization to the contractor.
3. Not provide scores over the telephone except to the Program Coordinator or other authorized Commission staff.
4. Store individual candidate scores on a secure, limited-access database.

h. Gainscore Analysis

The contractor shall perform a gainscore analysis after examination scores are generated for each administration to determine if the examination scores for repeat test takers may be unexpected or not predicted by their previous performance on the examination. The contractor and the Program Coordinator shall jointly determine the definition of “flagged gain” and the process for dealing with examinees with flagged gains, including but not limited to the voiding of test scores and the provision of supporting documentation and materials to the Commission. If the contractor’s review uncovers information that warrants further consideration, the relevant materials of the candidate shall be forwarded to the Program Coordinator for review.

When responding to the RFP, in addition to identifying how you would implement the requirements identified above, address the following issue.

Describe how you would investigate a “flagged gain” for a paper-based test.

i. Voiding Examination Scores

The contractor shall:

1. Provide the Program Coordinator with a full report regarding any candidate security breaches that arise which could result in the voiding of an examinee’s score.
2. If it is determined that a candidate’s score will be voided, send a letter approved by the Program Coordinator to the examinee regarding the voiding of the examinee’s score, and also send copies of the letter to the Program Coordinator and to the Commission’s Division of Professional Practices.
3. Supply the Commission’s Division of Professional Practices with chart listing these examinees and include their identifying information, the reason for voiding the score, and other information and documentation requested by the Division of Professional Practices. The contractor shall supply this information on a quarterly basis or at a time specified by the Program Coordinator.

Activity B-11: Administration in Other States

Currently the CSET is offered once a year in Oregon, Atlanta, Austin, Chicago, Denver, New York City, Seattle, and, upon request, through the Defense Activity for Non-Traditional Education Support (DANTES), in addition to the ongoing administrations in California. The computer-based version of the CBEST is offered nationally.

In this section of the response, the bidder shall describe the proposed plan for administering the computer-based CBEST, CSET: Multiple Subjects, CSET: Writing Skills, and RICA Written Examination in other states keeping in mind the required transition timeframe to computer-based administration indicated in Part 1, A. The plan shall include a description of:

- a. How often each examination would be administered.
- b. How the dates for out of state administration would fit with the schedule for California-based administrations.
- c. Where in other states the examinations would be given.
- d. Whether there would be a minimum number of examinees required for a testing site to remain available for a given administration date.
- e. What procedures and policies would be implemented to assure test security and to minimize other security risks.
- f. How the issue of administrations across different time zones would be addressed.

Activity B-12: Examination Administration Issues Report

Within the week following each administration, the contractor shall provide to the Program Coordinator an Examination Administration Issues Report. The report shall include, but not be limited to, the following information:

- a. Any administration problems or irregularities and any remedies provided or to be provided to examinees due to these problems.
- b. Any potential security problems.
- c. Information regarding alternative testing arrangements.
- d. Testing sites at which contractor representatives other than the test administration staff were present.

Task C: Scoring and Scoring Processes

Following each administration, the contractor shall score examinee responses and report results to examinees, the Commission, and any other entity designated by the Commission or the law to receive scores. All phases of the scoring policies and procedures shall be detailed in the *Scoring Policy Manual* to be developed by the contractor.

The contractor shall submit to the Program Coordinator for review and approval a draft outline of the *Scoring Policy Manual* no later than the date indicated in the Due Dates for Examination Manuals and Reports chart in Task E; a draft manual within two (2) weeks of the Program Coordinator's approval of the outline; and a final manual within two (2) weeks of the Program Coordinator's provision to the contractor of feedback on the draft. The contractor shall implement the policies contained in the final manual.

Activity C-1: Scoring Multiple-Choice Items

The contractor shall score all paper-based multiple-choice items using optical scanning equipment and employing quality control standards commonly accepted for insuring accuracy of the scores. Computer-based multiple-choice items will be scored employing quality control standards commonly accepted for insuring accuracy of the scores.

Activity C-2: Scoring Constructed Responses (CBEST, CSET, CTEL, and RICA) and Candidate Performance Materials (RICA Video, CSET: Music, CSET: LOTE, CSET: Art)

The contractor shall score all responses to the constructed-response and candidate performance materials using a focused holistic scoring method and applying the applicable performance characteristics and established scoring scales. Each constructed-response and candidate performance item shall be scored independently by two scorers and by a third and possible fourth scorer in situations where there is inadequate agreement between the first two scorers. The Program Coordinator in consultation with the contractor shall determine these situations. Less than adequate responses shall be scored diagnostically to identify for examinees those areas of their responses in need of improvement. The contractor shall work with the Program Coordinator to determine the appropriate level of specificity of diagnostic information to be provided. Scorers shall score responses without access to examinees' names or other personal information. For candidate performance materials, the contractor shall take steps to ensure that scorers do not rate materials submitted by someone they might know. Scoring shall occur in California by California educators and others, consistent with current practices, who meet the qualifications established by the Program Coordinator in consultation with the contractor.

Upon the written request and payment of a fee by an examinee within at least ninety (90) days of the test date for the administration at which the examination was taken, the contractor shall hand score the examinee's multiple-choice answer sheet and re-score the examinee's responses to the constructed-response and candidate performance items. The contractor shall inform the examinee in writing of the results of the multiple-choice section within two (2) weeks and the constructed-response section within sixty (60) days of receipt of the request. If an examinee's score is changed as a result of the hand scoring, the examinee shall receive a complete refund of the re-scoring fee and a corrected score report. The corrected score shall also be submitted to the Commission and any other entity receiving the examinee's original score from that administration.

When responding to the RFP, in addition to identifying how you would implement the requirements identified above, address the following issues.

How would you conduct the scoring for the RICA video performance assessment responses? Include information about any experience you have had scoring video performance assessment items.

a. Qualifications of Scorers

The contractor shall employ and train as scorers California educators and others, consistent with current practices, who meet qualifications established by the

Program Coordinator. In the selection of scorers, the contractor shall make good faith efforts to recruit members of various ethnic, cultural, gender, and age groups.

When responding to the RFP, in addition to identifying how you would implement the requirements identified above, address the following issues.

What qualifications for scorers would you use?

How would you recruit qualified scorers?

Describe efforts you would make to recruit as scorers qualified members of various ethnic, cultural, gender, and age groups.

b. Training of Scorers

Prior to the scoring of responses to constructed-response and candidate performance materials from each administration, the contractor shall provide scorers with intensive, comprehensive training on how to score the specific responses. The training shall be designed to ensure that scorers apply the standards and score responses consistently. No scorer shall begin to assign final scores to responses until the contractor has determined that the scorer is calibrated to the scoring scale. The contractor shall implement quality control measures during scoring to ensure that scorers continue to apply the standards and score responses consistently, including periodic re-calibration sessions and ongoing monitoring of scores and scorers.

When responding to the RFP, in addition to identifying how you would implement the requirements identified above, address the following issues.

Describe the training you would provide to scorers, both initially and periodically during a scoring session.

What criteria do you propose for determining that a scorer is calibrated to the score scale?

Describe your quality control measures during scoring to ensure that scorers continue to apply the standards and score consistently.

Activity C-3: Score Reports

The contractor shall develop the following score reports described below. The exact format and content of each report shall be determined by the Program Coordinator in consultation with the contractor. As a result of changes in examination program requirements, legislative mandates, or other reasons, the Commission may require additional reports.

a. **Score Reporting to Examinees**

Following scoring of each examination, the contractor shall report scores to examinees, the Commission, and any other entity designated by the Commission or by law to receive scores. The score reports may differ by examination, as determined by the Program Coordinator. Most shall include but not be limited to the following:

1. Critical identifying information about the examinee.
2. The name of the examination taken.
3. The administration date for which score is being reported.
4. The examinee's passing status, either "not pass" or "pass," for the administration date for which scores are being reported.
5. For examinees receiving a "Not Pass," (1) the examinee's score for the current administration date and any scores from prior administration dates and (2) diagnostic information about the examinee's performance for the current administration date.
6. For examinees receiving a "Pass" on the CBEST, a Passing Status Verification Slip and the examinee's numerical score. For examinees receiving a "Pass" on the CSET, CTEL, and RICA, the examinee's numerical score shall not be listed.
7. Information about how long examination scores remain valid.
8. A description of how to read and interpret examination results.

Examinee score reports shall be printed on stock that has been preprinted with colored ink and shall be resistant to tampering and fraudulent use. The contractor shall provide for review and approval by the Program Coordinator draft specifications and sample formats for examinee score reports for each examination included in this contract.

After the applicable administration, the contractor shall send all examinees their score reports no later than four (4) weeks after the first day of the administration. The Commission acknowledges that there may be a few individuals whose examination may require special processing, and for whom scores may not be reported within the specified time limit, but expects the number of such individual instances to be kept to a minimum.

Upon the written request of and payment of a fee by an examinee, the contractor shall provide the examinee with additional score reports for a period of time determined by the Program Coordinator.

b. **Score Reporting to Other Authorized Recipients**

Based on the specific examination program, an entity designated by the Commission to be an authorized score recipient may include, but not be limited to, educator preparation programs. When registering, examinees can request that their scores also be sent to authorized score recipients at no additional cost to the examinees. Within one (1) week following the mailing of individual score reports, the contractor shall send score information to the recipients identified by the

examinees. The report shall include information about each examinee and summary information about all examinees for that recipient and statewide. The report shall be provided electronically via a secure website. The Program Coordinator shall provide to the contractor a list of approved score recipients. The current recipients are noted in the registration bulletins (www.ctcexams.nesinc.com).

Additionally, Bilingual Teacher Training Programs (BTTP) shall receive aggregate information regarding examinees who indicate through their CTEL registration that they have received training through the specific BTTP.

c. Score Reporting to the Commission

For each administration for each examination, the contractor shall provide to the Program Coordinator, within one (1) week following the mailing of individual score reports, a web-based, electronically transmitted data file containing results for examinees tested at both regular and alternative administrations since the last reported administration. The data file shall be accompanied by a data dictionary. The data file shall conform to the record layout specified by the Program Coordinator, and all data files shall be formatted to be compatible with the Commission's credential database. The contractor shall send to the Program Coordinator an email message indicating the availability of the data file, how to retrieve the file, and the timeframe for downloading the file.

Changes to the data dictionary or data file layout shall not be made without written approval of the Program Coordinator. In the electronic transmission, the contractor shall include a list of examinees (if any) whose data is delayed due to a problem. For each of these examinees, the contractor shall describe the nature of the problem and provide an estimate of when the problem shall be resolved. As soon as a problem related to an examinee's score is resolved, the contractor shall submit a paper report of the examinee's data to the Program Coordinator. The data for examinees whose scores were left off of the data file due to a problem that was resolved shall be included in the data file for the next administration.

Activity C-4: Annual Summary Report

The contractor shall produce a yearly Annual Summary Report based on the testing year that provides data about examinees (numbers and characteristics) and passing rates for both first-time examinees and repeat test takers, including but not limited to cumulative passing rates. The report shall include data for each administration in the year, summary data for the year, and cumulative data from a date determined by the Program Coordinator. The report shall also include pass rates, both first-time and cumulative, by characteristics and background questions. Additionally, the report shall include data from prior testing years. The contractor shall submit to the Program Coordinator (a) a draft outline of the report, including but not limited to a description of data tables; (b) a draft report; and (c) the final report no later than the date indicated in the due dates for Examination Manuals and Reports chart in Task E, or by a date determined by the Program Coordinator. The contractor shall allow the Program

Coordinator a minimum of two (2) weeks time to review the draft outline as well as the draft report. The Program Coordinator's approval is required before the report is finalized.

Activity C-5: Projection Reports

When requested by the Program Coordinator, the contractor shall provide a report to the Program Coordinator that provides an estimate of the Commission revenues related to the administration of the examination for the current fiscal year and for the subsequent fiscal year. The report shall also contain the data and assumptions used to derive the estimates, including estimated volumes of examinees and tests administered.

Activity C-6: Annual CD-ROM of All Reports

For each testing year of the contract, the contractor shall provide a CD-ROM that contains a copy of the reports determined by the Program Coordinator. The CD-ROM also shall include an electronic document listing all of the contents, with the corresponding CD-ROM file name, if different, and date of the material. The Program Coordinator shall determine the exact content. The CD-ROM is due by October 31 of the following testing year or a date determined by the Program Coordinator. The CD-ROM shall be such that information on the CD-ROM may not be changed or deleted but may be copied electronically on to another electronic document, with the formatting intact, and then manipulated.

Activity C-7: Annual Title II Report

The contractor, in consultation with the Commission's Title II Coordinator, shall develop and maintain a web-based data system to collect and report pass rates for program completers at each California teacher preparation program for inclusion in the federally-mandated reports pursuant to Section 205 of Title II of the *Higher Education Act (HEA)*, as amended in 2008 (P. L. 110-315). Each year, institutions shall provide lists of individuals who have completed their teacher preparation programs during the previous school year (i.e., "program completers") electronically to the contractor at a time designated by the Title II Coordinator, historically in November. The contractor shall match these lists of program completers to the examinee files and provide a log of program completers and summary passing rates back to each institution at a time designated by the Title II Coordinator, historically by early February. This pass rate information shall be verified by each institution, finalized by the contractor at a time designated by the Title II Coordinator, historically in mid-March, and submitted to the Commission and institutions at a time designated by the Title II Coordinator, historically in early April.

The contractor shall annually be responsible for, but not limited to, all of the following:

- a. Development and maintenance of a secure web-based data collection system for Title II reporting;
- b. Development and distribution of the *Title II Data Collection Instruction Manual*;
- c. Electronic transmission of examination participation logs and passing rate data to the teacher preparation programs, the Commission, and any other entity designated by the Commission;
- d. Negotiation of any discrepancies with teacher preparation programs regarding the program completers or passing rates; and

- e. Any additional examination data required in Title II of the 2008 Higher Education Opportunity Act that revised the 1998 Reauthorization of the Higher Education Act and in any subsequent laws related to this issue and implemented during the life of this contract.

The contractor shall submit to the Title II Coordinator a draft outline of the *Title II Data Collection Instruction Manual* for review no later than July 1st annually, a draft manual within one month of the Title II Coordinator's approval of the outline, and a final manual within one month of receiving the Title II Coordinator's edits on the draft manual. The contractor shall implement the policies contained in the final manual.

The Title II Coordinator shall provide the existing documentation from the current Title II reporting system to the contractor for use in establishing the data collection and reporting system.

The contractor shall also need to maintain program complete data for current year as well as two (2) prior years in order for the programs and Title II coordinator to report three (3) years of data every year.

Activity C-8: Retention, Storage, and Destruction of Examination Materials and Data

The contractor in consultation with the Program Coordinator shall develop a *Policy Manual for the Retention, Storage, and Destruction of Examination Materials and Data* which shall address such areas as:

- a. How long materials and data shall be retained
- b. Acceptable storage security
- c. Procedures for the secure destruction of materials and data.

The contractor shall retain all examination materials and data until such a policy is approved.

The contractor shall submit to the Program Coordinator a draft outline of the *Policy Manual for the Retention, Storage, and Destruction of Examination Materials and Data* for review by the date indicated in the Due Dates for Examination Manuals and Reports chart in Task E, a draft policy within one (1) month of the Program Coordinator's approval of the outline, and a final policy within one (1) month of receiving the Program Coordinator's edits on the draft manual. The contractor shall implement the policies contained in the final manual.

Activity C-9: Respond to and Support Requests for Public Information

The successful contractor shall be required to support the Commission in responding to requests filed under the California Public Records Act for information pertaining to examinations administered through the contract resulting from this RFP. Requests received by the Commission for public information may include requests for data concerning any aspect of test administration, scoring, and reporting. Some of these data may reside with the Contractor rather than with the Commission, but are subject nonetheless to the provisions and requirements of the California Public Records Act. Support for responding to these requests

may include the contractor's gathering and organizing data from registration information provided by candidates, including but not limited to information pertaining to requests for alternative testing accommodations and dispositions of these requests, gathering and organizing data across test administrations and/or from single test administrations, and gathering and organizing data by specific categories of test takers. Also included in support efforts required of the contractor with respect to requests received by the Commission under the California Public Records Act are assisting the Commission with responding to requests received from attorneys and other parties, and responding to complaints that may be filed with the U.S. Office of Civil Rights or other governmental bodies.

SUBSECTION II: Data Analysis, Manuals and Reports to be Provided by the Contractor

Task D: Data Analysis

Activity D-1: Item Analyses

Before the examination forms are created for each administration and again after each administration, but before the creation of examinee score reports, the contractor shall analyze the examination data. The contractor shall perform a variety of statistical analyses, at both the item level and the examination form level, that serve to summarize the performance of the examination and uncover any potential problems in specific items, examination forms, and in the examination as a whole. Appropriate analyses shall be performed for all items. The specific analyses to be performed shall be determined by the Program Coordinator in consultation with the contractor. This includes, but is not limited to, the flagging of items or examination forms that the data suggest are not performing properly. The contractor shall provide an administration technical report, which includes the results of the data analysis and equating, to the Program Coordinator for review, and, for the CBEST, CTEL, and RICA examinations, shall also include the test items. Based on the information provided, the Program Coordinator may request and require specific changes to proposed test forms and/or specific items to be used. The exact format and content of each administration technical report shall be determined by the Program Coordinator in consultation with the contractor.

Activity D-2: Equating/Scaling and Scoring Tables

The Commission test formats consist of multiple-choice only, constructed-response only, mixed format (combination of the multiple-choice and constructed-response items), and candidate performance materials. Despite efforts from test developer to create parallel forms across or over administrations, new test forms may still vary in difficulty from the original test form. Equating shall adjust for the test difficulty, thereby allowing the test scores comparable across forms. The contractor shall propose methods and processes for equating forms based on the current models and best practices and deriving raw to scale score scoring tables.

Activity D-3: Item Bank

All test items developed under this contract are the property of the Commission. Bidders shall propose a plan to maintain an item bank with at least the following information:

- a. Years of administration/Form number
- b. Item identifier/code
- c. Item association to a particular standard and sub-standard
- d. Classical and other relevant statistics in each administration. For each multiple-choice item, statistics related to difficulty and discrimination shall be included. For each constructed-response prompt, the file shall contain appropriate information related to the use and quality of the item over time, including average scores and inter-rater reliability
- e. Flags for bias, out of range, and do not use in each administration, if any.

The contractor shall provide an item bank report to the Program Coordinator, which shall include specific information and statistics for each item in each item bank, but may not contain an actual image, or the actual text of the item. This item bank report shall be housed on a secure FTP site, provided by the contractor, to which the Program Coordinator and other appropriate Commission staff shall have access. The specifics and format of the report shall be determined between the contractor and the Program Coordinator, as well as a schedule for specific updates.

Task E: Examination Manuals and Reports to be Provided by the Contractor

The table below provides a summary of all of the examination manuals and reports that need to be developed and delivered under this contract.

Due Dates for Examination Manuals and Reports

Item	Type	Due Dates
Policy Manual for Alternative Testing Arrangements	Manual	Draft outline to the Program Coordinator for review no later than January 1, 2011
Test Administration Procedures Manual	Manual	Draft outline to the Program Coordinator for review no later than December 1, 2010
Security Procedures	Manual	Draft outline to the Program Coordinator for review no later than January 1, 2011
Examination Administration Issues Report	Report	Within the week following each administration
Scoring Policy	Manual	Draft outline to the Program Coordinator for review no later than January 1, 2011
Annual Summary Report	Report	Annually, so the final version is complete no later than October 31
Projection Reports	Report	At the request of the Program Coordinator only
Title II Data	Report	Annually
Policy Manual for the	Manual	Draft outline to the Program

Item	Type	Due Dates
Retention, Storage, and Destruction of Examination Materials and Data		Coordinator for review no later than February 15, 2011
Administration Accounting Report	Report	Draft outline to the Program Coordinator for review no later than December 1, 2010

Section II: Move to Computer-Based Test Administration for CSET: Multiple Subjects, CSET: Writing Skills, and RICA Written Examination

This section describes the requirements for the move to computer-based test administration for the CSET: Multiple Subjects, CSET: Writing Skills, and RICA Written Examination. These tests are currently offered exclusively in paper-based format. It is the Commission's intention to transition these examinations to a computer-based administration format as quickly as possible. Beginning with the initial move to computer-based administration, the contractor shall be responsible for all activities and costs related to the statewide computer-based administration during the life of the contract. The Commission expects that the implementation of computer-based testing for these three (3) examination programs shall encompass but not be limited to performing the following primary activities.

Task F: Move to Computer-Based Administration for the CSET: Multiple Subjects, CSET: Writing Skills, and RICA Written Examination, Plus New Item Development for the Existing Computer-Based CBEST Examination Option

Activity F-1: Implementation Plan

The contractor shall submit plans for moving the three (3) specified examinations identified above to computer-based administration According to the following timeframe:

Examination	Month and Year Computer-Based Administration Shall Begin
CSET: Multiple Subjects	August 2012
CSET: Writing Skills	August 2011
RICA Written Examination	August 2012

Currently, these tests are offered in paper-based format six (6) times per year. The computer-based implementation plan shall include but is not be limited to:

a. Implementation Plan and Timeline

The contractor shall propose a plan for the implementation of computer-based testing for the CSET: Multiple Subjects, CSET: Writing Skills, and RICA Written Examination. The plan shall include a timeline for computer-based implementation for each of the three specified examinations, including the timeline for accomplishing item development as described below in this RFP, the timeline for notification to examinees of the computer-based option, the timeline for registration bulletin development and online registration bulletin publication, and the dates for initial and continuing computer-based administration of each examination. There shall not be a break in the regular administration schedule during the transition from paper-based to computer-based testing. Bidders shall also describe the number and location of testing sites in California and other states where each of the three additional computer-based examinations will be offered, given the existing and anticipated

volume of examinees. These sites may be the same or different than the computer-based sites proposed for the ongoing administration of the existing CBEST computer-based examination administration option. The contractor shall also propose plans for communicating with examinees about test preparation, registration, fees, and schedules for the new computer-based administration of each of these exams. The contractor shall propose a computer-based examination item usage plan to be approved by the Program Coordinator so that an examinee will not experience the same item in the succeeding administration of a given computer-based examination shall the examinee retake the test.

Activity F-2: Security Plan

The security of the computer-based examination is crucial to ensure that no examinee has an unfair advantage in demonstrating his or her knowledge or abilities. The bidder shall explain if the security plan for computer-based administration of the CSET: Multiple Subjects, CSET: Writing Skills, and RICA Written Examination will be the same or different from the security plan indicated in the response to the security measures proposed in the response to Activity B-10.

Activity F-3: Item Development

To accommodate the move to computer-based administration, new items shall be developed for CSET: Multiple Subjects, CSET: Writing Skills, and RICA Written Examination. A sufficient number of items shall be developed to sustain the computer-based administration for each of these three examination programs through the 2016 testing year. In addition to new item development for the CSET: Multiple Subjects, CSET: Writing Skills, and RICA Written Examination, the contractor will also be responsible for developing additional items for the existing computer-based CBEST examination option (including CBEST Reading, CBEST Mathematics, and CBEST Writing subtests) sufficient to maintain computer-based administrations of the CBEST examination through 2016. Note that the CBEST: Writing and the CSET: Writing Skills use the same item bank.

Commission examinations include two types of operational items: multiple-choice (MC) and constructed response (CR). The table below shows the minimum numbers of each type of operational item that shall be developed under this contract. Note that not all examinations to be administered under this contract are included in this table. Only the examinations for which new items need to be developed are included in the table. Other examinations administered under this contract but not listed in this table do not require new item development under this contract.

Expected New Item Development by Examination 2011-2016

Examination	Test/Subtest	Expected New Item Development Under the Contract		Year New Items Shall be Operational
		MC	CR	
				-
CBEST	Reading	321	-	2014
	Mathematics	343	-	2014
	Writing	-	41	2013
RICA Written	NA	75	12	2013
CSET	Multiple Subjects Subtest I	130	24	2012
	Multiple Subjects Subtest II	133	28	
	Multiple Subjects Subtest III	102	19	
	Writing Skills	-	see CBEST	-

The numbers in this table represent final, completed and field-tested items ready for operational use. It is anticipated that a greater number of items will need to be written and field-tested for each exam to account for attrition throughout the development process. Bidders shall propose the numbers of items they intend to develop to ensure that the numbers of operational items specified in the above table shall be added to the respective item banks.

The Commission expects that the implementation of this task shall encompass but not be limited to performing the following primary activities:

a. Draft New Test Items

The contractor shall draft an adequate number of test items so there shall be a sufficient number of final, operational items in the item bank, as described in the table above. All final, operational test items shall be ready for use by the end of the contract, with a sufficient number finalized to use during each testing year as indicated. The Program Coordinator, in consultation with the contractor, shall determine how many total items shall be developed for each item type and for each area in the content specifications for each exam.

b. Subject Matter and/or Content Advisory Panel Review of New Test Items

For the item development work, the contractor shall work with the Commission's Subject Matter and/or Content Advisory Panel for each examination. The membership of these Advisory Panels is yet to be determined but shall consist of approximately fourteen to sixteen California educators and others with appropriate content experience and expertise in the area of the specific examination. The Advisory Panels shall play an integral part in performing the work related to the development of test items as described below. The Commission's Executive Director shall appoint the Advisory Panel members. The contractor shall work with each of the several Advisory Panels as appropriate for the examinations and content areas for which new items need to be developed. At a minimum, the following Subject Matter and/or Content Advisory Panels shall be established:

The CBEST Content Advisory Panel
The CSET: Multiple Subjects Subject Matter Advisory Panel
The RICA Content Advisory Panel

The contractor shall facilitate one or more Advisory Panel meetings to review the draft test items and relevant ancillary materials, including but not limited to the scoring criteria for constructed-response items. The panel shall review the items for issues such as match to the specifications, accuracy, bias, and job-relatedness and, for the constructed-response items, shall finalize the performance characteristics and scoring scales. The contractor shall present the recommendations and suggestions received from the Bias Review Committee (see below) to the appropriate Advisory Panel for each examination, which the Advisory Panel shall address. The Content Advisory Panel shall recommend which, if any, items need to be revised, rewritten, or removed. The contractor shall record the Content Advisory Panel's final recommendations for the test items and relevant ancillary materials.

The contractor shall be responsible for facilitating all communication and logistics of the Advisory Panel meetings and the Bias Review Panel meetings. The Content Advisory Panels and Bias Review Committee meetings shall be held in Sacramento, unless the contractor and Program Coordinator agree to a different location. The Commission shall be responsible for the Commission staff's costs to attend the meetings.

When responding to the RFP, in addition to identifying how you would implement the requirements identified above, address the following issue.

Describe the qualifications you require for the staff you plan to use for writing and for reviewing the draft items.

c. Bias Review of Draft Items

The Commission's Bias Review Committee consists of approximately twenty (20) California educators from diverse ethnic, cultural, and gender backgrounds. This committee has served the Commission in the past by reviewing various test materials for bias. The Bias Review Committee shall review the test items for the purpose of detecting and eliminating potential bias or offensiveness. The contractor shall present the Bias Review Committee's findings and recommendations to the Subject Matter Advisory Panel as indicated above.

The contractor shall facilitate one or more Bias Review Committee meetings for each examination to review the draft test items and any relevant ancillary materials so potential bias or offensiveness is eliminated. The bias review criteria shall be consistent with those standards commonly accepted for insuring that an examination is legally defensible. The contractor shall record and maintain a list of all bias-related recommendations for the test items and relevant ancillary materials.

d. Revision of New Items and Preparation for Field Testing

Following the Content Advisory Panel’s review, including the review of recommendation and/or comments from the Bias Review Committee, the contractor shall implement the respective Advisory Panel’s recommendations concerning any modifications to the test items and any relevant ancillary materials. As part of this process, the contractor shall review the suggested changes for measurement and for editorial issues. The contractor shall prepare the test materials for final review by the Program Coordinator. Upon receiving approval from Program Coordinator, the contractor shall finalize the items and ancillary materials for use in field testing.

When responding to the RFP, in addition to identifying how you would implement the requirements identified above, address the following issue.

Describe your internal content and editorial item review process.

e. Field Testing of New Items

The contractor shall conduct field tests for all new items developed and approved by both the respective Advisory Panels and the Bias Review Committee.

Bidders shall propose a plan for field testing all new items using the field test positions already available on the operational forms for each exam. Bidders shall propose a number of versions to be created for each administration of each exam to allow for sufficient field testing of all new items to be developed under this contract with appropriate field test sample sizes.

Bidders shall also propose a specific plan for field testing all new constructed-response items for which embedded field test positions may not be available on operational forms.

The contractor and Program Coordinator shall jointly determine the data analyses to be performed and the criteria for initially accepting or rejecting items on the basis of the field test data. The contractor shall analyze the field test data and present the results to the Program Coordinator for each of the relevant examination programs.

1. *Scoring Field Testing Items:* All field tested multiple-choice items shall be scored electronically, using the same caliber of computerized scoring as required for legally defensible standardized tests. The contractor shall score the constructed-response field test responses using qualified scorers, as outlined in Activity C-2.
2. *Security:* During the field testing and during all other work related to test development, the contractor shall implement stringent security procedures as outlined in Activity B-10 of this RFP.
3. *Item Bank:* The contractor shall develop and maintain an item bank for all multiple-choice and constructed response items used in the examinations. The

item bank content and format require approval by the Program Coordinator. The information shall include but is not limited to item code and wording, domain and sub-domain(s) of item, item analysis, and date of item use. This information shall be consistent with the item bank characteristics as described in Activity D-3 of this RFP.

f. **Review of Field Test Results**

The contractor shall facilitate one or more meetings where the contractor presents the results of the field-tested test forms and test items to the respective Advisory Panel for each exam. The contractor shall incorporate changes to the items agreed on by the Advisory Panel. The contractor shall submit the final status of the items to the Program Coordinator for approval. With the guidance of a subset of respective Advisory Panel members, the contractor shall establish markers for the field-tested constructed response items for each of the examinations.

g. **Prepare a Comprehensive Report**

The contractor shall prepare a comprehensive report detailing the methodology and results of the work required in Task F of this RFP. The report shall include text, tabular, and graphic data displays, and an executive summary, and shall meet the content and format requirements of the Program Coordinator. The contractor shall provide the Program Coordinator with a draft of the report. Upon approval of the report by the Program Coordinator, the contractor shall develop and submit (a) a CD-ROM, (b) a camera-ready hard copy original, and (c) twenty (20) bound copies of the final report with front and back covers in cover stock.

Following the completion of Task F, the contractor shall provide to the Program Coordinator all documents and materials developed, collected, or used as part of the test development work.

SECTION III: CORPORATE CAPABILITY

The contractor shall have significant experience and competence in the large-scale test development and test administration of educational tests, shall have sufficient corporate resources for the products and services to be provided, and shall be able to develop and implement a sound plan for managing and staffing the project. The project director and other personnel responsible for key components of the project shall have at least two years of recent experience in a comparable capacity with an examination program similar in nature and scope to the present examination programs.

Bidders shall document their capability in these areas as described below.

- A. Describe your corporate experience in the test development and test administration of large-scale educational tests. Emphasize work experience similar to that required in this RFP. Provide a brief summary of each relevant project that includes:
 - A.1 A description of the scope of work of the project
 - A.2 The name and the *current* position, address, and telephone number of the contract agency's project manager or other key project monitor who can provide specific and objective information about the bidder's performance and work products
 - A.3 Where applicable, the names of any members of the bidder's proposed management team and project staff who were or are involved in the project, and a description of their roles and responsibilities in the project.
- B. Describe your corporate facilities, equipment, and other resources that are available and useful in the work to be performed that are located (a) in California and (b) outside of California. Specify the test administration and item development activities that shall occur at your California facilities and the test administration and item development activities that shall occur at your out-of-state facilities, if any.
- C. If you propose any subcontractors, provide similar information about each subcontractor. For each subcontractor, include a letter of commitment to the project from the appropriate officer of the subcontractor.

SECTION IV: MANAGEMENT AND STAFFING PLAN

The contractor shall:

- A. Present a plan for managing and staffing all project work that includes work to be performed by the bidder as well as work that would be performed by each subcontractor. The management and staffing plan is to include:
 - A.1 A list of the key project personnel by name and position and their areas of responsibility
 - A.2 The percent of full-time equivalency for each key project person for each contract year
 - A.3 Verification of the qualifications of each project staff person via résumés (to be included as an appendix) *and* brief narratives linking expertise and prior experience to corresponding project tasks
 - A.4 An organization chart for the project showing the relationships and lines of authority (1) among the bidder and proposed subcontractors, if any, and (2) among project management and staff
 - A.5 Identification of the locations at which key project personnel would work
 - A.6 The criteria for replacing or reassigning any staff and how and when the Commission would be notified about any change in staff.
- B. Describe for the project director and other personnel responsible for key components of the project the extent (minimum requirement of two years) and appropriateness of recent experience in a comparable capacity with a testing program similar in nature and scope to the CBEST, CSET, CTEL, and RICA examination programs.

SECTION V: COST DETAIL AND FINANCIAL ARRANGEMENTS

The Commission's goal is to enter into a contract through which the contractor provides high quality test development and test administration services and products at the lowest possible cost to the candidate. Therefore, contract costs are a significant factor in the evaluation of proposals.

The bidder shall have sufficient funds available to cover the costs related to the test development work because the contractor shall receive no compensation until the contractor receives its portion of the examinee registration fee.

As noted in the State Contracting Manual, this contract is valid and enforceable only if sufficient funds are made available by the Budget Act of the appropriate fiscal year for the purposes of this program. In addition, this contract is subject to any additional restriction, limitations, or conditions enacted by the federal government or the California Legislature, which may affect the provisions, terms, or funding of this contract in any manner.

In your responses to this section of the RFP, explain how you would implement the requirements identified below.

A. Examinee Fees

This section discusses the types of examinee fees that the contractor may charge candidates and the procedures for publicizing, collecting, and dispersing those fees.

Contract cost related to examinations offered through computer-based administration shall reflect (1) the continued paper-based and computer-based CBEST administrations during the life of the contract and (2) the replacement of the paper-based CSET: Multiple Subjects, CSET: Writing Skills, and RICA Written Examination with a computer-based testing system. Additionally, regulations do not allow the fee paid by the examinee for the paper-based CBEST to exceed \$41 per administration.

	2007-08			2008-09		
	Paid Registrations	Examinee Fee	Amount to the Commission	Paid Registrations	Examinee Fee	Amount to the Commission
CBEST	80,829	\$41.00	\$10.00	75,531	\$41.00	\$10.00
CSET	75,751	\$210.00	\$82.00	73,485	\$210.00	\$82.00
RICA WE	16,351	\$130.00	\$61.00	16,133	\$130.00	\$61.00
RICA Video	65	\$130.00	\$61.00	63	\$130.00	\$61.00
CTEL	6,977	\$303.00	\$44.00	8,034	\$303.00	\$44.00

A.1 Examination Registration Fee

The contractor shall collect an examination registration fee from candidates. The registration fee collected shall consist of the contractor's portion of the fee and a Program Management Fee set by the Commission to cover the Commission's operating expenses related to the examination program. If bidders require the examinee to pay a separate general registration fee and/or a computer-based test service fee plus the specific CBEST, CSET, CTEL, or RICA test registration fee, the sum of the applicable fees, excluding the Commission's portion, shall be considered the contractor's portion of the fee. The Commission shall review and may adjust the Program Management Fee annually. *However, the contractor's portion of the registration fee shall not be increased during the term of the contract.* The contractor's portion of the registration fee shall be a flat fee that is not based on any sliding system, such as a sliding scale involving different volume ranges of registrants.

Complete the following Bid Proposal Fee chart indicating the contractor-proposed portion of the annual examination administration fee. For the CSET: Multiple Subjects and RICA Written Examination, enter your paper-based test (PBT) fee under 2011-2012 and your computer-based test (CBT) fee under 2012-2013, in the appropriate rows. If you are proposing a separate exam and computer service fee, the CBT exam fee will be the total of the two fees. For the RICA Video Performance Assessment, if you are proposing separate registration and submission fees, the exam fee will be the total of the two fees. Include the Bid Proposal Fee chart with each sealed Contractor's Portion of the Registration Fee and the Service Fees submission.

Bid Proposal Fee

Exam Program/Area	2011-12	2012-13	2013-14	2014-15	2015-16
CBEST - PBT		same as 2011-12	same as 2011-12	same as 2011-12	same as 2011-12
CBEST - CBT*		same as 2011-12	same as 2011-12	same as 2011-12	same as 2011-12
CSET other than Multiple Subjects and Writing Skills		same as 2011-12	same as 2011-12	same as 2011-12	same as 2011-12
CSET: Multiple Subjects - PBT					
CSET: Multiple Subjects - CBT			same as 2012-13	same as 2012-13	same as 2012-13
CSET: Writing Skills - CBT		same as 2011-12	same as 2011-12	same as 2011-12	same as 2011-12
RICA Written Examination - PBT					
RICA Written Examination - CBT			same as 2012-13	same as 2012-13	same as 2012-13
RICA Video**		same as 2011-12	same as 2011-12	same as 2011-12	same as 2011-12
CTEL		same as 2011-12	same as 2011-12	same as 2011-12	same as 2011-12

* If separate exam and computer service fees are proposed, the CBT exam fee will be the total of the two fees.

** If separate registration and submission fees are proposed, the exam fee will be the total of the two fees.

Note that information concerning the relative percent of administrations comprised by each examination program/area is provided in Part 5, “The Proposal Review Process and Selection of a Contractor,” and information concerning the historical numbers of examinees per examination program/area is provided in Appendix A of this RFP.

A.2 Setting, Publicizing, and Changing Fees

The CBEST, CSET, CTEL, and RICA test registration fees shall be set by the Commission and published in the annual registration bulletins. Any changes made by the Commission to the Program Management Fee shall be made no later than April 15 prior to each testing year in which the new fees shall become effective, and shall become effective with the first administration in that testing year. If a different fee is set or the current fee is changed after April 15, the change shall be noticed on the contractor’s and the Commission’s websites.

A.3 Absentees

Examination registrants are considered “absentees” if they (1) have not withdrawn in time to receive a refund and do not appear for the test administration, or (2) do not turn in their response to the video performance assessment at that test administration. For absentees, the contractor shall retain eighty-five percent (85%) of the contractor’s portion of the registration fee and submit the remaining fifteen percent (15%) to the Commission along with the Program Management Fee, following the same procedures used for submitting the Program Management Fee. Absentees are normally not given any refund or credit unless there are extenuating circumstances, as determined jointly by the contractor and the Program Coordinator.

A.4 Withdrawals, Refunds, and Credits

Examination registrants who formally withdraw their registration by the deadline specified in Part 3, Section 1, Task B, Activity B-1 shall receive a full refund from the contractor. After that deadline, withdrawals are normally not given any refund or credit unless there are extenuating circumstances, as determined jointly by the contractor and the Program Coordinator.

A.5 Payment Methods

The contractor shall accept no less than the following methods for payment of examinee fees. Based on the registration method, paper or electronic, payment of examinee fees may be made by money order, cashier’s check, personal check, credit card (at minimum MasterCard and VISA), debit card, and check card.

A.6 Service Fees

The contractor may establish service fees for exam-related services provided to examinees (e.g., late registration fee, fee for additional and replacement score reports). Each service fee shall not exceed the contractor’s cost of providing the service, and the fee collected from candidates shall be full payment for the service. The service fees shall not be increased during the life of the contract.

B. Compensation to the Contractor

This RFP is for a revenue-only contract in which the contractor receives compensation for all services related to this RFP through the collection of examinee fees and submits the

Commission's Program Management Fee to the Commission as revenue to the Commission. The contractor's portion of examinee fees shall be full payment to the contractor for all contracted work. The contractor shall assume all costs for the test development and test administration work and shall receive no additional compensation from the Commission for the services required in this RFP.

The contractor's costs include, but are not limited to, the contractor's staffing costs, required technology, meeting costs (e.g., meeting space), panel member costs (e.g., sleeping accommodations, travel expenses, parking, per diem, and substitute pay), taxes, test administration and scoring, and costs of other work described in the RFP.

Fifty percent (50%) of the points available when scoring the bidders' proposals shall be based on the Cost Detail and Financial Arrangements, which includes the proposed contractor's portion of the examinee fee (see Part 4, Evaluation Criteria Part II). Bidders are advised to keep this in mind when establishing their fees.

C. Financial Accounting and Submission of Fees to the Commission

The contractor shall maintain detailed, complete, accurate, and up-to-date accounts of information related to the administration of the examination, such as examinee fees received, numbers of examinees, refunds processed, and other information required by the *Administration Accounting Report* described below. All such information shall be made available upon request to the Program Coordinator. Financial accounts shall be subject to audit.

Within twenty-five (25) business days after the close of each administration the Program Coordinator shall receive from the contractor the *Administration Accounting Report* for the administration. At the same time, the Commission shall receive from the contractor the payment of the total amount of the Commission's Program Management Fee portion of the examinee fees collected and the Commission's portion of each absentee fee that was collected, minus any of the Commission's portions that were refunded. For each calendar day that payment to the Commission is late, the contractor shall pay interest on the amount due at the rate of 0.07 percent.

The *Administration Accounting Report* shall meet content and format requirements specified by the Program Coordinator following the Program Coordinator's review and approval of a sample accounting report submitted by the contractor. The accounting report shall contain at a minimum information on (1) the number of registrations, withdrawals, and absentees; (2) the amount of examinee fees collected; (3) the amount submitted to the Commission as the Commission's revenue; and (4) any information necessary to support the calculation of the amounts collected and submitted.

D. Cost Information

The contractor shall be prepared to provide *upon request* by the Program Coordinator information pertaining the contractor's costs for providing the services required in this RFP. This cost information shall be able to support the total cost for the test development and test administration work. If overhead and/or indirect costs are included, the contractor shall be prepared to justify these costs and indicate how these are applied. Cost information shall

include costs for different facets of the test development and test administration. If other costs are included, the contractor shall be prepared to itemize these costs upon request by the Program Coordinator.

Part 4 Proposal Evaluation Criteria

Proposal Sponsor: _____

Evaluation Criteria Part I: Compliance with Proposal Eligibility Requirements

The Professional Services Division of the Commission shall determine whether or not each of the following criteria is met by checking "yes" or "no" in the appropriate space. Proposals lacking one or more of the following requirements shall be deemed ineligible and shall not be evaluated further.

Yes _____ No _____ Proposal was received on or before the Final Date for Proposal Submission time and date noted in Key Action Dates, Section C of Part 1, at the offices of the Commission.

Yes _____ No _____ Fourteen (14) numbered copies and two (2) CD ROMs of the proposal were received, with all proprietary and trade secret information redacted from copy fourteen (14) and one (1) CD-ROM.

Yes _____ No _____ The proposal has the following required elements as described in Part 1 of the RFP:

- a. The Cover Page of the proposal (1) clearly identifies the bidder, and (2) has one or more signatures indicating that the proposal is an authorized request for a contract with the Commission.

b. Table of Contents

c. Introduction

Yes _____ No _____ Responses to all criteria in Part 3, Section I: Tasks Common to All Examinations

Yes _____ No _____ Responses to all criteria in Part 3, Section II: Move to Computer-Based Test Administration

Evaluation Criteria Part I: Compliance with Proposal Eligibility Requirements
(Continued)

- Yes _____ No _____ Responses to all criteria in Part 3, Section III: Corporate Capability
- Yes _____ No _____ Responses to all criteria in Part 3, Section IV: Management and Staffing Plan
- Yes _____ No _____ Responses to all criteria in Part 3, Section V: Cost Detail and Financial Arrangements
- Yes _____ No _____ Responses to the required Technical Information
- a. Identification of the legal corporate status of the bidder. Also specify any parent company or subsidiaries.
 - b. The name, address, telephone number, email address, and fax number of individual(s) authorized to discuss the terms of the contract.
 - c. Disabled Veteran Business Enterprise (DVBE) Participation Goals (See Appendix D).
 - d. A completed Nondiscrimination Compliance Statement (STD 19) (See Appendix D).

Evaluation Criteria Part II: Compliance with Proposal Program Requirements

	Criterion	Max. Score
I	<p><u>Tasks Common to all Examinations.</u> The proposal provides a sound, feasible, and complete schedule for the administration of the examinations as described in Part 3 of this RFP. Sufficient detail is provided to know what the bidder shall do and how the bidder shall do it. The proposal presents clear evidence that the bidder shall provide high quality test administration products and services.</p> <p>A: Development of Test Administration Schedule, 2011-2016 5 B: Test Administration Process 30 C: Scoring and Scoring Processes 25 D: Data Analysis..... 15 E: Examination Manuals and Reports..... 5</p>	80
II	<p><u>Move to Computer-Based Test Administration.</u> The proposal provides sound, feasible, and complete plans for the computer-based test administration process and development work as described in Part 3 of this RFP. Sufficient detail is provided to know what the bidder shall do and how the bidder shall do it. The proposal presents clear evidence that the bidder shall provide high quality computer-based test administration process and development services.</p> <p>a: Computer-Based Test Development and Administration..... 20 b: Item Development 30</p>	50
III	<p><u>Corporate Capability.</u> The proposal demonstrates that the bidder has sufficient and appropriate experience and resources to provide the required products and services with high quality. The bidder possesses expertise in all areas essential to the project. If subcontractors are proposed, they too have the experience, resources, and expertise to provide the products and services for which they would be responsible.</p> <p>a. Corporate Experience 10 b. Corporate Resources 10</p>	20
IV	<p><u>Management and Staffing Plan.</u> The proposal includes a sound, feasible plan to organize managers and staff members (including subcontractors, if proposed) to deliver the required products and services efficiently and with high quality. Key duties would be assigned to individuals with essential expertise, experience, and time to complete their responsibilities.</p> <p>a. Sound, Feasible Organizational Plan 10 b. Qualifications and Experience of Key Staff 10</p>	20
V	<p><u>Overall Presentation.</u> The proposal is clearly written, concise, and well-organized. Ideas are presented logically and all requested information is presented skillfully.</p>	5

Evaluation Criteria Part II: Compliance with Proposal Program Requirements
(Cont.)

	Criterion	Max. Score
VI	<u>Cost Detail and Financial Arrangements.</u> The proposed contractor's portion of examinee fees and service fees are reasonable in relation to the products and services to be provided. Fiscal processes are sound and comprehensive. <ul style="list-style-type: none"> ▪ Fiscal Procedures 5 ▪ Contractor's Portion of Examinee Fees 150 ▪ Service Fees 20 	175
	Maximum Possible Score without the DVBE Incentive	350
VII	DVBE Incentive (see Appendix D)	2 - 5
	Maximum Possible Score with the DVBE Incentive	355

Part 5

The Proposal Review Process and Selection of a Contractor

Each proposal shall be evaluated to determine its responsiveness to the needs of the Commission as described in this RFP. The Commission reserves the right to reject any or all proposals. The Commission is not required to award a contract if, in the judgment of the Commission, no acceptable proposals have been submitted. Proposals received after the Final Date for Proposal Submission time and date noted in Key Action Dates, Section C of Part 1, shall be rejected and shall not be evaluated.

A. The Proposal Review Process

The Commission shall use the secondary or point-count method for evaluating proposals and awarding a contract as described in Public Contract Code Section 10344(c) and the *State Contracting Manual*. After 10:00 a.m. Pacific Time on the final date for proposal submission, all proposals that have been successfully submitted by the deadline shall be evaluated as follows:

1. Commission staff shall determine the compliance of each proposal with the Evaluation Criteria Part I technical requirements as listed in the Proposal Evaluation Criteria provided above in Part 4 of this RFP. Proposals that do not comply with all of these criteria shall be eliminated from further consideration.
2. Each remaining proposal shall be independently reviewed and rated by members of a Proposal Review Team on the basis of Part II of the Proposal Evaluation Criteria, as listed above in Part 4 of this RFP. The Proposal Review Team shall consist of Commission staff members. Following an orientation and training session that shall focus on the RFP requirements and Part II of the Proposal Evaluation Criteria, each Proposal Review Team member shall independently read the proposals and provide initial scores for each criterion. Team members shall then meet to discuss the strengths and weaknesses of each proposal and either develop written questions for bidders or, if the team has no questions for bidders, assign final scores. If the team has questions, the questions shall be faxed to the bidder as soon as possible with an indication of when the written responses shall be due (typically 24 hours later). Following this discussion of the proposals, and, if applicable, receipt and discussion of the bidders' answers to questions, scores for each proposal shall be averaged across team members.

Several Proposal Review Team members shall review each sealed Contractor's Portion of the Registration Fee and the Service Fees submission, tabulating the earned points.

The total fee applied to each bidder's proposal for the Contractor's Portion of Examinee Fees shall be based on the sum of the total annual fee per program/subject times the *approximate* percentage of examinees over all administrations during 2008-2009 per program/subject (see Section V, A1, "Examinee Registration Fee"). As an example, the fee for the 2011-2012 PBT RICA: Written Examination will be added to the fee for

the CBT RICA: Written Examination for each year, 2012-13 through 2015-2016. The total of these fees will then be multiplied by 10%, as indicated in the following chart, which indicates the percentages per program/subject. This will be done with each program/subject and then the total fee will be the bidder's proposed fee.

Approximate Percent of Examinees Over All Administrations during 2008-2009

Exam Program/Area	Approximate Percent
CBEST - PBT	34%
CBEST - CBT	4%
CSET other than Multiple Subjects and Writing Skills	35%
CSET: Multiple Subjects	11%
CSET: Writing Skills	1%
RICA Written Examination	10%
RICA Video	1%
CTEL	4%

The points awarded for the Contractor's Portion of Examinee Fees shall be the maximum number of points allowed times the results of the lowest bidder's fee divided by the individual bidder's fee. As an example, if the total points equal 160, Bidder A's fee is x, and Bidder's B fee is (x+3), then Bidder's B points would equal 160 times (x / x+3). For the Service Fee, the same procedure shall be employed using the average of each bidder's service fees. These points shall be added to the respective average scores for a totaled average score.

3. All bidders shall be notified of the proposal evaluation results through the Intent to Award process. Commission staff shall forward to the Commission's Executive Director the results of the proposal review process and staff's recommendation regarding award of a contract. The Executive Director shall review the results, and the Notice of Intent to Award a contract shall be posted within the timeframe specified by the State Contracting Manual. The results shall be presented to the Commission for review. The Commission shall take action to award the contract and shall forward the contract to the California Department of General Services for its approval.

B. Announcement of Staff Recommendation and Information Concerning Protest Procedures

The Notice of Intent to Award, announcing the Commission staff's recommendation as a result of the proposal review process, shall be posted at the address below for at least five (5) working days before the Commission's decision of whether or not to award a contract. The announcement of the recommendation shall also be placed on the Commission's website under "Public Notice."

California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95811-4213

If, prior to the award of the contract, any bidder files a protest with the California Department of General Services (DGS) in accordance with the State Contracting Manual Section 6 against the award of the contract, the contract shall not be awarded until either the protest has been withdrawn or the DGS has made a decision regarding the protest. Protestants are to submit a detailed, written statement of protest, including the title of the RFP, the name of the state agency involved, and the agency contact person, to both of the following:

Department of General Services
Office of Legal Services
Attention: Protest Coordinator
707 Third Street, 7th Floor
West Sacramento, California 95605
FAX: (916) 376-5088

California Commission on Teacher Credentialing
Fiscal and Business Services Section
1900 Capitol Avenue
Sacramento, California 95811-4213
Attention: Mark Valim
FAX: (916) 323-5095

Protests may be sent by regular mail, fax, courier, or personal delivery. Protestants shall include their fax numbers if they have one. Acceptable grounds for protest are that the Commission failed to follow the procedures specified in this RFP or the Public Contract Code.

Appendix A

DESCRIPTION OF THE EXAMINATIONS

California Basic Educational Skills Test (CBEST)

Description, Current Administration, and Current Scoring

Description of the CBEST

California Education Code Section 44252(b) requires demonstrated proficiency in basic reading, writing, and mathematics skills in the English language for nearly all California teaching and service certification. This requirement became effective February 1, 1983. In most cases, candidates are required to satisfy this requirement either prior to receiving their initial California teaching or service credential or within the following year.

In addition to the California licensing requirement described above, there are two other reasons why individuals verify basic skills proficiency. First, pursuant to Education Code Section 44830, it may be required to as a condition of employment. Second, Education Code Section 44252(f) requires applicants for Commission-accredited credential programs take, but not necessarily pass, a basic skills assessment for diagnostic purposes prior to admission to a program.

In 1982, the CBEST was developed as a means of verifying the basic skills that are important for the work required in educational settings, such as communicating with parents. Since then, California has approved the use of several other assessments passed by candidates to satisfy this requirement in addition to the CBEST. These assessments are any one of the following:

1. a basic skills examination from another state
2. all three subtests of CSET: Multiple Subjects plus the CSET: Writing Skills
3. both of the English and Mathematics sections of the California State University (CSU) Early Assessment Program
4. both of the CSU English Placement Test and the Entry Level Mathematics Test

The Oregon Teacher Standards and Practices Commission selected the CBEST as one of the assessments it uses to verify its basic skills requirement for teachers, personnel specialists, and administrators. Prospective educators can take the CBEST, with the same passing standards for either California or Oregon purposes.

Development of the CBEST

The legislation that established the CBEST as a licensing requirement directed the Superintendent of Public Instruction, with assistance from the Commission and an advisory board, to (a) adopt an appropriated standardized examination to measure credential candidates' proficiency in basic reading, writing, and mathematical skills, and (b) set the minimum passing scores.

The development process of the CBEST included appointing the advisory board; defining the skill areas to be tested, which are found in the test specifications; performing a validity study and bias review focusing on accuracy, fairness, clarity, and job relevance; writing test items relevant to the specified skill areas; field-testing items; performing standard-setting studies; and determining the minimum passing scores. This work began in late 1981 and was completed by early 1983. After this time, the Commission became solely responsible for the administration and continued development of the examination.

Additional CBEST development work has occurred on a fairly regular basis since the exam's first administration in December 1982. New test items have been developed and reviewed by committees of California educators and field-tested before being added to the item pool for use on operational test forms. Additional validity studies, bias reviews, and standard-setting studies have also been conducted since the initial CBEST development.

Details about the CBEST Examination

The CBEST consists of three sections: Reading, Mathematics, and Writing. Each section is scored independently, and the examinee shall receive a minimum score of 37 on each section with an overall total score 123 or to pass. The items in all sections are delivered in English and, to be graded, the written responses shall be in English. Candidates shall meet the minimum score of a section at a single sitting but are able to retake each section as many times as they wish until they pass the entire CBEST. Once passed, candidates can use the CBEST results indefinitely to satisfy any California basic skills requirement previously discussed.

Reading Section:

The CBEST Reading section consists of 50 multiple-choice items: 40 scorable items and 10 nonscorable items. Only the 40 scorable items are used to determine a candidate's score, with the remainder of the items presented for field testing. The items cover the candidate's ability to comprehend information presented in written passages, tables, and graphs and are drawn from two major skill areas: (1) critical analysis and evaluation, and (2) comprehension and research skills. Approximately 40 percent of the items represent the critical analysis and evaluation area, and approximately 60 percent represent the comprehension and research skills area.

Mathematics Section:

The CBEST Mathematics section consists of 50 multiple-choice items: 40 scorable and 10 nonscorable. The items require the candidate to solve mathematical problems, with many presented as word problems. The items assess skills in three major areas: (a) estimation, measurement, and statistical principles; (b) computation and problem solving; and (c) numerical and graphic relationships. Approximately 30 percent of the items are drawn from the estimation, measurement, and statistical principles area, approximately 35 percent from the computation and problem solving area, and approximately 35 percent from the numerical and graphic relationships area.

Writing Section:

The CBEST Writing section assesses the candidate's ability to write effectively. Candidates are provided with two essay topics and shall respond to both. One of the topics requires a written analysis of a specific situation or statement, while the other asks the candidate to write about a

specific personal experience. Examinees are not expected to demonstrate specialized knowledge of any topic in their response. Each essay has equal value.

Administration of the CBEST

The CBEST is currently administered as both a paper-based test (PBT) and a computer-based test (CBT). The test forms for both types are populated from the same item bank.

CBEST PBT

The CBEST PBT is administered six times per testing year (July 1-June 30). There is currently a total of twenty-five testing areas throughout California and seven in Oregon, with various sites within each area. Most testing areas offer CBEST on all test dates, with the standard test dates falling on Saturdays. There are three PBT registration periods per administration: regular, late, and emergency. The regular registration period ends four weeks and one day before the administration date, the late registration period ends 11 days before the administration date, and the emergency registration period extends this to four days before the test administration date.

Individuals register for the entire CBEST and have four hours to complete their choice of one, two, or all three sections within the four hours. No individual section is timed within the four hours. Individuals who do not take the writing section are refunded four dollars.

CBEST CBT

Currently, for an additional service fee of \$64, a candidate may register for the CBT version of the CBEST. This testing option currently has twelve testing windows per testing year (August 1-July 30) at examination sites in thirteen areas throughout California, three in Oregon, and others elsewhere in the United States and Canada. Standard testing windows are generally six days in length. Unlike the PBT, there is only a regular registration period, and individuals may register up until a few days before their requested test date as long as seating is still available. Individuals register for one, two, or all three sections of the CBEST and are given four hours to complete those section(s). As with the PBT, test sections are not independently timed within the four hours. Individuals may test only once per testing window and shall wait 120 days before retaking the same section on computer though may retake it earlier as a PBT.

The following table shows the number of CBEST administered for examinees who took the CBEST for California purposes, either within or outside California, from 2003-2004 through 2008-2009. The CBT's initial testing window was October 31 - November 4, 2008, and, of the 69,931 examinees during 2008-09, over 7000 used the CBT option for California purposes.

Number of CBEST Administrations

Year	Total Number of Administrations	Total Number of Test Sections Administered		
		<i>Reading</i>	<i>Mathematics</i>	<i>Writing</i>
2003-04	83,720	67,977	68,077	66,591
2004-05	77,753	62,662	62,956	62,987
2005-06	72,002	57,929	57,950	58,373
2006-07	74,122	59,546	59,892	59,545
2007-08	72,747	58,435	58,659	58,653
2008-09	69,931	56,901	56,736	56,786

The CBEST is administered outside of California to assist the recruitment of out-of-state teachers and to facilitate Oregon’s use of the CBEST as an option to its basic skills proficiency requirement. In Oregon, approximately 3,500 prospective teachers registered to take the PBT CBEST during 2008-2009. Additionally, there were also a little less than 600 CBT examinees in Oregon from its initial administration through June 2009. Members of the U.S. military services worldwide, who are preparing to transition into a career in education, may arrange to take the CBEST through the DANTES (Defense Activity for Non-Traditional Education Support) program. About ten individuals a year take advantage of this opportunity.

Alternative testing arrangements are available for (a) PBT individuals who cannot take the examination on Saturday due to religious convictions and (b) PBT and CBT individuals who have disabilities or impairment. These arrangements include accommodations such as an alternative testing day, additional time, separate testing rooms, special seating arrangements, enlarged-print examination books, and colored overlays.

Scoring of the CBEST

Multiple-Choice Items: Reading and Mathematics

The Reading and Mathematics sections of the CBEST consist entirely of multiple-choice items. These PBT items are machine-scored, using optical scanning equipment and employing quality control standards commonly accepted for insuring accuracy of the scores, while the CBT items are scored through the computer. A raw score for each of these sections is calculated by totaling the number of scorable items answered correctly. There is no penalty for incorrect answers. The raw scores are then converted to scaled scores, as described below.

Constructed-Response Items: Writing

The Writing section consists of two topics; examinees are to compose an essay for each topic. Responses are evaluated by California educators and, for Oregon examinees, by Oregon educators specifically trained to apply the scoring criteria uniformly. Factors considered during scoring include rhetorical force, organization, support and development, usage, structure and conventions, and appropriateness. Using a holistic scoring rubric, two scorers independently evaluate each essay, assigning a score of 1 to 4. If the two scorers assign the same score or if scores differ by only one point, the candidate receives the sum of the two scores. If the two scorers assign scores that differ by more than one point, the essay is scored by a third scorer who is not informed of the previous two scores. If the third scorer also differs by more than one point

from either of the scores assigned by the first and second scorers, a Chief Reader, who is informed of the three previous scores, shall also score the essay, and the candidate shall receive the Chief Reader's score doubled. The scores for both essays are summed, yielding a written section raw score that can range from a low of 4 to a high of 16. The raw score is then converted to a scaled score, as described below.

Although all test forms of the CBEST measure the same basic skills, each test form contains different items. Because one test form may be slightly more difficult or slightly easier than another, it is necessary to convert the raw scores to a scale that takes into account differences in the difficulty of test items. Regardless of the particular test form used or the particular administration at which the test is taken, equal scaled scores represent essentially the same level of basic skill mastery. The scaled scores used for reporting CBEST results range from a low of 20 to a high of 80 for each of the three sections of the test.

Qualifications of Scorers

To qualify to be a CBEST scorer for the written section, an individual shall have both of the following:

- A bachelor's or higher degree in a language arts area (e.g., English, language arts, journalism, speech, communications, etc.), and
- Previous teaching experience (e.g., teaching in a public or private elementary, middle, or secondary school or providing higher education instruction including experience as a graduate teaching assistant, etc.).

Determining a Candidate's Total Score

To pass the CBEST, examinees shall either (a) earn at least the passing score (41) on each section or (b) earn at least the minimum score (37) on each section and at least the minimum passing score (123) for the total test. With this passing score model, a high score on one section can compensate for a lower score on another section, as long as the lower score is not below the minimum score. The highest score achieved on each section, no matter when it is earned, is used to compute an examinee's total CBEST score. Examinees who obtain a passing score on a section are not required to take that section again, but may repeat it to try and achieve the needed total passing score.

Individual Score Reports

The examinee's CBEST score report shows the scores on all test sections taken at the most recent administration. It includes the highest score earned by the examinee on each section to date and, if the examinee has not passed, the report also shows the scores from previous test administrations. To help examinees who do not pass prepare to retake the CBEST, the report provides information about the examinee's performance on the major skill areas measured in each test section. For the Writing section, notes regarding areas which need improvement are provided if the examinee did not meet the minimum passing standard. Examinees who pass receive a Permanent Passing Status Verification Card, and two copies of the card. Each examinee also receives a CBEST Score Information Flyer that provides information about interpreting the score report. During registration, examinees can request that their scores be sent

up to three colleges and universities at no extra cost. The Commission and institutions designated as score recipients receives CBEST scores in an electronic format from the contractor after each administration.

For the CBEST PBT, unofficial scores are available electronically to candidates less than three weeks after the administration date, with official score reports mailed about three days after. For the CBEST CBT, examinees are given unofficial test results for the Reading and Mathematics sections at the conclusion of their test while at the testing center. Within 10 business days after the end of each testing window, examinees may electronically access unofficial test results for all sections and are mailed the official score reports.

To access the unofficial scores electronically, candidates shall provide personal identification information including their CBEST identification number. The unofficial scores are available online for approximately two weeks and, for security reasons, may be viewed only once during the posting period. Candidates who register for the test via the Internet may request to have the unofficial scores sent to their email address.

Additional Information, including Possible Future Modification

For the CBEST, there are approximately 22,700 calls received annually by the current contractor. There are about 16 bad checks and declined credit card payments annually, most of which eventually clear. Additionally, nearly 2,400 cubic feet of archival storage space is now used for the retention and storage of CBEST examination materials and data.

At this time, there is no move to modify the contents of the CBEST, but please note that, as with all examinations used for California certification, the content and use reflect the judgment of the Legislature and Governor.

Structure of the CBEST Tests

CBEST Examination	Skills Assessed	No. Of Multiple Choice Items	No. Of Constructed-Response Items
Reading	Critical analysis and evaluation (40%)* Comprehension and research (60%)	50	
Mathematics	Estimation, measurement, and statistical principles (30%) Computation and problem solving (35%) Numerical and graphic relationships (35%)	50	
Writing	Specific Situation (50%) Personal experience (50%)		2

*Values in the parentheses are approximate proportion of the total items that measure the skill

Number of CBEST Examinees by Administration and Test Section, 2004-2009

Admin Year and Test Section		AUG	OCT	NOV CBT	DEC	JAN CBT	FEB	MAR CBT	APR	MAY CBT	JUN	JUL CBT	TOTAL
2004-05	Reading	6,727	10,707	N/A	11,081	N/A	11,217	N/A	10,834	N/A	12,051	N/A	62,617
	Math	6,795	10,741	N/A	11,092	N/A	11,382	N/A	10,856	N/A	12,041	N/A	62,907
	Writing	6,775	10,864	N/A	11,171	N/A	11,345	N/A	10,933	N/A	11,853	N/A	62,941
	Total CBEST	8,499	13,225	N/A	13,636	N/A	13,917	N/A	13,538	N/A	14,881	N/A	77,696
2005-06	Reading	7,323	8,893	N/A	9,766	N/A	10,284	N/A	11,474	N/A	10,145	N/A	57,885
	Math	7,359	8,752	N/A	9,800	N/A	10,363	N/A	11,547	N/A	10,083	N/A	57,904
	Writing	7,400	8,868	N/A	9,805	N/A	10,567	N/A	11,443	N/A	10,242	N/A	58,325
	Total CBEST	9,315	10,869	N/A	12,111	N/A	12,857	N/A	14,132	N/A	12,661	N/A	71,945
2006-07	Reading	8,412	9,573	N/A	9,861	N/A	10,422	N/A	10,678	N/A	10,557	N/A	59,503
	Math	8,449	9,517	N/A	9,979	N/A	10,508	N/A	10,728	N/A	10,661	N/A	59,842
	Writing	8,281	9,529	N/A	10,068	N/A	10,590	N/A	10,582	N/A	10,451	N/A	59,501
	Total CBEST	10,415	11,709	N/A	12,342	N/A	13,006	N/A	13,303	N/A	13,284	N/A	74,059
2007-08	Reading	7,952	9,060	N/A	10,260	N/A	11,002	N/A	10,679	4*	9,439	N/A	58,396
	Math	8,078	8,992	N/A	10,293	N/A	11,079	N/A	10,615	4*	9,559	N/A	58,620
	Writing	7,983	9,233	N/A	10,314	N/A	10,987	N/A	10,589	4*	9,502	N/A	58,612
	Total CBEST	10,062	11,255	N/A	12,632	N/A	13,577	N/A	13,204	4*	11,966	N/A	72,700
2008-09	Reading	8,248	9,598	596	9,895	1,310	8,910	1,143	8,479	783	6,861	1,078	56,901
	Math	8,306	9,471	596	9,902	1,311	8,880	1,122	8,263	784	6,998	1,103	56,736
	Writing	8,016	9,664	606	9,847	1,332	8,922	1,164	8,196	808	7,105	1,126	56,786
	Total CBEST	10,226	11,696	693	12,175	1,446	10,964	1,275	10,477	894	8,842	1,243	69,931
Total	Reading	38,662	47,831	596	50,863	1,310	51,835	1,143	52,144	787	49,053	1,078	295,302
	Math	38,987	47,473	596	51,066	1,311	52,212	1,122	52,009	788	49,342	1,103	296,009
	Writing	38,455	48,158	606	51,205	1,332	52,411	1,164	51,743	812	49,153	1,126	296,165
	Total CBEST	48,517	58,754	693	62,896	1,446	64,321	1,275	64,654	898	61,634	1,243	366,331

* Special PBT Administration

California Subject Examinations for Teachers (CSET)

Description, Current Administration, and Current Scoring

Description of the CSET

By law, candidates for California Multiple or Single Subject Teaching Credentials or for Education Specialist Instruction Credentials shall verify their subject matter knowledge and competence. Candidates trained outside of California are offered a number of ways to satisfy this requirement, including those available to California-trained candidates. California-trained candidates for the Single Subject Teaching Credentials and the Education Specialist Instruction Credentials are offered two alternative paths for fulfilling this requirement. One way is to complete a program of subject matter preparation at a Commission-approved college or university. The second way is to pass a subject matter examination. All California-trained candidates for the Multiple Subject Teaching Credential shall follow the examination option.

For the examination option, the Commission currently uses the CSET. For Multiple Subject Teaching Credential candidates, the Commission uses the CSET: Multiple Subjects. For Single Subject Teaching Credential candidates, the Commission uses the CSET offered in specific subject areas described later in this section. Candidates for Education Specialist Instruction Credentials may use the same examination route as that used for either the Multiple or Single Subject Teaching Credential.

In spring 2004, the California State Board of Education adopted regulations for the implementation of the federal No Child Left Behind Act (NCLB). These new regulations require that elementary teachers who are “new to the profession” pass a Commission-approved subject matter examination, which is currently the CSET: Multiple Subjects. Single Subject Teaching Credential candidates have two options to meet the NCLB requirement, including passing the CSET in the appropriate subject area.

The CSET: Preliminary Educational Technology (PET) examination is not a subject matter exam but is also offered through the CSET program. The CSET: Preliminary Educational Technology (PET) examination is used as an option to satisfy the basic level educational technology requirement for teaching credentials. The CSET: Languages Other Than English Subtest IV is not a subject matter examination but addresses bilingual methodology for candidates for a bilingual authorization.

Development of the CSET

As part of the four-phase development of the CSET examinations, which began in 2001, the Commission adopted new content specifications for the subject matter requirement for the Multiple and Single Subject Teaching Credential subject areas. These serve as the content specifications for each of the CSET examination areas. The content specifications were aligned with the California State Board of Education’s K-12 student academic content standards and frameworks and developed based on the work of expert panels, job analyses, and survey-based validity studies. The Commission considered the work of the panels and results of the studies when approving the content specifications for each subject.

Phase I included CSET examinations for each of the core academic content areas: multiple subjects, English, mathematics, sciences, and social science. Examinations for these subjects were first administered in January of 2003. A specialized science subtest was added for each of the science areas (biological sciences, chemistry, earth and planetary sciences, and physics), and those were first administered in the fall of 2003. Phase II development included the CSET examinations for art, music, physical education, preliminary educational technology, and all languages other than English (LOTE) except for American Sign Language (ASL). These exams were administered initially in the fall of 2004. Phase III included examinations for each of the remaining single subject areas: agriculture, LOTE: ASL, business, health science, home economics, and industrial and technology education, which were first administered in fall of 2005.

The 2006-2007 State Budget Act required that the Commission add seven new languages to the current set of CSET: LOTE examinations. In 2006, the Commission developed Phase IV of the CSET for Single Subject Filipino, followed by Arabic, Armenian, Cantonese, Farsi, Hmong and Khmer in the fall of 2007.

Following the first administration of each examination, committees of California educators selected by the Commission recommended passing standards. The Commission considered the recommended passing standards and then adopted final passing standards.

The CSET: Writing Skills examination was added to the CSET program as an option for satisfying the California Basic Skills Requirements. California Education Code Section 44252(b) requires demonstrated proficiency in basic reading, writing, and mathematics skills in the English language for nearly all California teaching and service certification. Beginning in 2007, passage of SB 1209 (Chap. 517, Stats. 2006) made available multiple options for meeting the basic skills requirement. Passage of the California Basic Educational Skills Test™ (CBEST®) remains one of the options. *As an added option, candidates who pass all three subtests of CSET: Multiple Subjects AND CSET: Writing Skills will be considered proficient in the basic skills of reading, writing, and mathematics and will not be required to take the CBEST to earn a teaching credential.*

In 2008, the Commission expanded opportunities for candidates to obtain credentials for languages other than English taught in California public schools, including less commonly taught languages. To meet the needs of candidates seeking a credential in less commonly taught languages other than English, the Commission established an alternative subject matter competence assessment process, which incorporates two types of candidate assessments; a standardized assessment and a locally developed and administered target language skills proficiency assessment. One component of this process is to take and pass a CSET: LOTE examination that addresses linguistics, cultural and literary texts and traditions of the target language group.

The second component is to pass a target language skills proficiency assessment. The target language skills proficiency assessment is developed and conducted by Commission-approved agencies and/or organizations expert in the target language and culture. Currently, CSET:

Hebrew, Italian, and Portuguese are available. Additional CSET: LOTE examinations may become available as approved by the Commission.

Structure of the CSET Tests

CSET Examination	Subtest	Domains	# of Multiple choice items	# of Constructed-response items
Multiple Subjects	I	Reading, Language, and Literature; History and Social Science	52	4
	II	Science; Mathematics	52	4
	III	Physical Education; Human Development Visual and Performing Arts	39	3
Writing Skills		Expository Writing	-	1
		Expressive Writing		1
Preliminary Educational Technology	I	Basic Operations, Concepts, and Issues of Computer-Based Technology Productivity Applications of Computer-Based Technology	40 30	- 2
	II	Teaching and Learning Applications of Computer-Based Technology	40	3
Single Subjects: Agriculture	I	Plant and Soil Science	25	2
		Ornamental Horticulture	15	1
	II	Animal Science Environmental Science and Natural Resource Management	25 15	2 1
Art*	I	Artistic Perception	20	1
		Historical and Cultural Context of the Visual Arts Aesthetic Writing	15 15	1 2
Business	II	Creative Expression	30	3
		Connections, Relationships, and Applications History and Theories of Learning in Art	10 10	1 -
	III	Business Management Marketing	20 20	1 1
English	II	Accounting and Finance Economics	25 15	1 1
		Information Technology Business Environment and Communication	25 15	1 1
	I	Literature and Textual Analysis Composition and Rhetoric	50	-
		Language, Linguistics, and Literacy	50	-
III	Composition and Rhetoric Literature and Textual Analysis	-	2	
IV	Communications: Speech, Media, and Creative Performance	-	4	
Health Science	I	Foundations of Health Education Human Growth and Development Chronic and Communicable Diseases	10 10 20	1 - 1
		II	Nutrition and Fitness Mental and Emotional Health Alcohol, Tobacco, and Other Drugs	15 10 15

CSET Examination	Subtest	Domains	# of Multiple choice items	# of Constructed-response items
	III	Family Life and Interpersonal Relationships Consumer and Community Health Environmental Health	15 15 10	1 - -
Home Economics	I	Personal, Family, and Child Development	40	1
	II	Nutrition, Foods, and Hospitality	40	2
	III	Fashion and Textiles Housing and Interior Design Consumer Education	12 12 16	1 1 2
Industrial and Technology Education	I	Nature of Technology	45	3
	II	Power and Energy Information and Communication Project and Product Development	25 25 25	1 1 1
	IV	Bilingual Education and Bilingualism Intercultural Communication Instruction and Assessment	12 13 25	- - -
Languages Other Than English (<i>used towards a Bilingual Authorization</i>)	V	Geographic and Historical Contexts Sociopolitical and Sociocultural Contexts	- -	2 3
	I	Literary and Cultural Texts and Traditions Cultural Analysis and Comparisons	10 20	1 1
• American Sign Language	II	General Linguistics Linguistics of the Target Language –American Sign Language (Language Structures; Contrastive Analysis; Sociolinguistics and Pragmatics)	10 20	- 2
	III	Linguistics of the Target Language –American Sign Language (Error Analysis) Language and Communication: Receptive Comprehension Language and Communication: Expressive Production	- 18 -	1 1 2
	I	General Linguistics Linguistics of the Target Language Literary and Cultural Texts and Traditions Cultural Analysis and Comparisons	- - - -	1 3 1 1
• Arabic • Armenian • Farsi • Filipino • Hmong • Khmer	II	Language and Communication: Listening Comprehension Language and Communication: Reading Comprehension Language and Communication: Written Expression Language and Communication: Oral Expression	- - - -	2 2 1 2
	I	General Linguistics Linguistics of the Target Language	5 15	1 3
		II	Literary and Cultural Texts and Traditions Cultural Analysis and Comparisons	10 10
• Cantonese	III	Language and Communication: Listening Comprehension Language and Communication: Reading Comprehension Language and Communication: Written Expression Language and Communication: Oral Expression	10 10 - -	1 1 2 2
	I	General Linguistics Linguistics of the Target Language	15 25	1 2

CSET Examination	Subtest	Domains	# of Multiple choice items	# of Constructed-response items
<ul style="list-style-type: none"> • Japanese • Korean • Mandarin • Punjabi • Russian • Spanish • Vietnamese 	II	Literary and Cultural Texts and Traditions Cultural Analysis and Comparisons	20 20	1
	III	Language and Communication:		
		Listening Comprehension	15	1
		Reading Comprehension	15	1
		Written Comprehension	-	2
		Oral Expression	-	2
<ul style="list-style-type: none"> • Hebrew • Italian • Portuguese 	I	General Linguistics	-	1
		Linguistics of the Target Language	-	2
		Literary and Cultural Texts and Traditions	-	1
		Cultural Analysis and Comparisons	-	2
Mathematics**	I	Algebra; Number Theory	30	4
	II	Geometry; Probability and Statistics	30	4
	III	Calculus; History of Mathematics	30	4
Music***	I	Artistic Perception	30	1
		Historical and Cultural Foundations	15	1
		Aesthetic Valuing	-	1
	II	Creative Expression	30	2
		Connections, Relationships, and Applications	10	-
	III	Music Methodology and Repertoire	40	2
Physical Education	I	Growth, Motor Development, and Motor Learning	20	1
		The Science of Human Movement	20	1
	II	The Sociology and Psychology of Human Movement	10	1
		Movement Concepts and Forms	24	1
		Assessment and Evaluation Principles	6	-
	III	Professional Foundations	16	-
Integration of Concepts		24	1	
Science****	I	General Science: Astronomy; Dynamic Processes of the Earth; Earth Resources; Waves; Forces and Motion; Electricity and Magnetism	58	2
	II	General Science: Ecology; Genetics and Evolution; Molecular Biology and Biochemistry; Cell and Organismal Biology; Heat Transfer and Thermodynamics; Structure and Properties of Matter	58	2
	III	Concentration: Biology/Life Science, Chemistry, Earth and Planetary Science, or Physics	50	3
	IV	Specialized Science	40	1
Social Science	I	World History; World Geography	39	3
	II	U.S. History; U.S. Geography	39	3
	III	Civics; Economics; California History	40	3

*The CSET: Art subtest II requires a Portfolio Procedures Manual, see the CSET: Art study guide at http://www.cset.nesinc.com/PDFs/Art_proc_man.pdf.

**The CSET: Mathematics examination requiring all three subtests authorizes teaching of all mathematics coursework.

The CSET: Foundational-Level Mathematics examination requiring subtests I and II authorizes teaching only in limited mathematics content areas general mathematics, algebra, geometry, probability and statistics, and consumer mathematics.

****The CSET: Music subtest II requires a Video Performance Procedures Manual, see the CSET: Music study guide at http://www.cset.nesinc.com/PDFs/CS_137procman.pdf.*

*****The CSET: Foundational-Level General Science subtests I and II covers general science content while subtest III covers the candidate's area of concentration. A credential in this subject matter authorizes teaching general and integrated science and the area of concentration.*

The CSET: Science (Specialized) requires passing the specific area of concentration in both subtests III and IV, authorizes teaching only in the specialized area and does not authorize teaching general and integrated science.

Each examination consists of two to four subtests of varying formats depending upon the subject area (except for the CSET: LOTE Hebrew, Italian and Portuguese, which has one subtest). The subtests for each examination reflect different domains of knowledge. Examination areas may include multiple-choice and constructed-response items. The constructed-response items included in each examination may be focused items that examinees shall be able to complete in 10 to 15 minutes, extended items that examinees shall be able to complete in 30 to 45 minutes, or a combination of both focused and extended items. One subtest for the Art examination requires examinees to submit a portfolio of their work as part of the assessment. One subtest for the Music examination requires candidates to submit a videotape of their performance of a specific piece. Subtests of the examinations for languages other than English, excluding LOTE: ASL, require examinees to respond in writing to prompts from an audiotape, and to provide an oral response on audiotape to a written prompt. Subtests of the Physical Education and LOTE: ASL examinations require examinees to respond to prompts from a videotape. Subtests of the LOTE: ASL examination also, based on the subtest, require or give the option for examinees to provide responses using ASL on videotape. Specific information regarding the content and format of each of the CSET are in the Test Guides and Registration Bulletin sections of the CSET website at www.cset.nesinc.com.

Current CSET Administration

The examinations for most CSET subjects are administered in 26 test areas around California. Because of the need to use particular types of facilities, equipment, and/or individuals with specialized training (e.g., video camera operators), examinations for art, all LOTE areas, music, and physical education are currently offered in selected test areas only.

The CSET examinations are currently administered two, four, or six times per year depending on the subject area. The number of administrations has depended upon factors such as specialized needs, smaller pools of scorers for some subject areas, and examinee volumes. All subtests for each area are administered on the specified administration date. The table below shows the current administration months for each exam area.

Current CSET Administrations per Year by Subject

<i>November and May</i>	<i>September, January, March, and May</i>	<i>September, November, January, March, May, and July</i>
LOTE: <ul style="list-style-type: none"> • America Sign Language (ASL) • Arabic • Armenian • Cantonese • Farsi • Filipino • German • Hebrew • Hmong • Italian • Japanese • Khmer • Korean • Mandarin • Portuguese • Punjabi • Russian • Vietnamese 	<ul style="list-style-type: none"> • LOTE: Bilingual Authorization IV • Preliminary Educational Technology (PET) • Agriculture • Art • Business • Health Science • Home Economics • Industrial and Technology Education • LOTE: French • LOTE: Spanish • Music • Physical Education 	<ul style="list-style-type: none"> • Multiple Subjects • English • Foundational-Level General Science • Foundational-Level Mathematics • Mathematics • Science • Science (Specialized) • Social Science • Writing Skills

Candidates may register for and take any or all subtests for a subject area. There is no limit to the number of times a candidate may take a subtest. Candidates may register to take all subtests for one subject area on a single test date. Information regarding the circumstances under which candidates may register to take combinations of subtests from different subject areas may be found in the 2009-10 CSET Registration Bulletin on the web site at www.ctcexams.nesinc.com. Depending on the test(s) to be taken, an examinee may be assigned to a morning or afternoon session, or both. In general, test sessions are five hours and subtests are not individually timed so examinees may spend as much time as they choose on each subtest.

Alternative testing arrangements are available for individuals who cannot take the examination on Saturday due to religious convictions and for individuals who have disabilities. These arrangements include accommodations such as an alternative testing day, additional time, separate testing rooms, special seating arrangements, enlarged-print exam books, large-block answer sheets, sign language interpreters, colored overlays, etc. According to the current contractor, approximately 473 CSET registrants per year request alternative arrangements due to a disability, and about 243 registrants per year request an alternative testing day due to religious beliefs.

The table below shows the number of administrations for each section of the CSET for 2004-05 and 2008-09. Individuals who took CSET subtests on more than one occasion during a year are counted each time they attended. On average, approximately six percent of the overall registrants for each administration become absentees.

CSET Subtest Administration Volumes for 2004-05 through 2008-09

Subject	2004-05	2005-06	2006-07	2007-08	2008-09
Multiple Subject: Subtest I	32,291	27,048	21,703	19,933	18,497
Multiple Subject: Subtest II	38,492	31,041	24,918	20,662	18,054
Multiple Subject: Subtest III	30,409	24,278	20,619	18,797	16,643
English Subtest I	3,270	3,417	3,555	3,466	3,401
English Subtest II	3,464	3,786	3,783	3,635	3,490
English Subtest III	4,030	4,344	4,509	4,119	4,018
English Subtest IV	4,037	4,357	4,624	4,528	4,403
Math Subtest I	5,601	6,027	6,196	2,373	3,510
Math Subtest II	4,522	5,044	5,226	2,020	5,401
Math Subtest III	1,493	1,416	1,504	1,480	1,577
Social Science Subtest I	3,606	3,664	3,489	3,400	3,421
Social Science Subtest II	3,325	3,311	3,248	2,989	2,927
Social Science Subtest III	2,945	3,134	3,145	2,832	2,766
Science Subtest I	1,832	1,861	1,954	1,960	2,162
Science Subtest II	1,755	1,953	2,109	2,168	2,458
Bio Life Science Subtest III	1,655	1,813	1,884	2,004	1,985
Chemistry Subtest III	549	613	603	611	661
Earth/Planet Science Subtest III	415	516	596	618	674
Physics Subtest III	380	399	392	448	483
Bio Life Science Subtest IV	0	363	373	376	350
Chemistry Subtest IV	157	146	143	168	181
Earth/Planet Science Subtest IV	84	95	146	138	147
Physics Subtest IV	74	80	92	103	112
Writings Skills	-	-	-	1,451	1,709
Armenian Subtest I	-	-	-	-	5
Armenian Subtest II	-	-	-	-	2
Farsi Subtest I	-	-	-	-	3
Farsi Subtest I	-	-	-	-	5
German Subtest I	19	20	13	13	19

Subject	2004-05	2005-06	2006-07	2007-08	2008-09
German Subtest II	19	19	14	9	14
German Subtest III	17	19	14	11	17
Hmong Subtest I	-	-	-	4	14
Hmong Subtest II	-	-	-	3	14
Russian Subtest I	3	4	9	8	12
Russian Subtest II	3	4	9	6	10
Russian Subtest III	3	4	8	8	11
Japanese Subtest I	24	22	24	26	32
Japanese Subtest II	25	21	24	26	31
Japanese Subtest III	26	22	21	27	33
Korean Subtest I	11	13	21	33	40
Korean Subtest II	10	13	24	34	39
Korean Subtest III	10	11	22	43	33
Mandarin Subtest I	34	127	259	128	122
Mandarin Subtest II	33	127	255	125	116
Mandarin Subtest III	35	127	260	135	142
Portuguese	-	-	-	-	1
Punjabi Subtest I	3	2	4	3	5
Punjabi Subtest II	3	3	4	3	4
Punjabi Subtest III	3	2	6	2	2
Vietnamese Subtest I	1	4	8	8	6
Vietnamese Subtest II	1	4	8	8	6
Vietnamese Subtest III	1	4	8	9	15
Music Subtest I	175	189	194	153	147
Music Subtest II	105	158	192	143	148
Music Subtest III	167	183	180	137	147
Art Subtest I	327	327	318	314	291
Art Subtest II	272	291	329	317	309
Spanish Subtest I	698	667	652	616	605
Spanish Subtest II	619	589	598	581	564
Spanish Subtest III	612	563	584	846	890

Subject	2004-05	2005-06	2006-07	2007-08	2008-09
French Subtest I	116	107	111	86	95
French Subtest II	103	91	100	74	84
French Subtest III	105	109	92	80	95
American Sign Language I	-	42	56	34	29
American Sign Language II	-	41	57	37	27
American Sign Language III	-	42	60	35	45
Filipino Subtest I	-	-	27	4	7
Filipino Subtest II	-	-	27	8	14
Arabic Subtest I	-	-	-	6	3
Arabic Subtest II	-	-	-	4	2
Khmer Subtest I	-	-	-	1	0
Khmer Subtest II	-	-	-	0	0
Cantonese Subtest I	-	-	-	2	3
Cantonese Subtest II	-	-	-	2	3
Cantonese Subtest III	-	-	-	7	11
Lang Other Than English Subtest IV	-	-	-	498	571
Arabic Subtest V	-	-	-	1	1
Armenian Subtest V	-	-	-	-	0
Chinese Subtest V	-	-	-	16	36
Farsi Subtest V	-	-	-	2	3
Filipino Subtest V	-	-	-	4	3
French Subtest V	-	-	-	6	6
German Subtest V	-	-	-	2	2
Hmong Subtest V	-	-	-	-	1
Spanish Subtest V	-	-	-	480	520
Japanese Subtest V	-	-	-	1	13
Korean Subtest V	-	-	-	22	21
Punjabi Subtest V	-	-	-	-	0
Russian Subtest V	-	-	-	2	0
Vietnamese Subtest V	-	-	-	4	3
Agriculture Subtest I	-	56	38	55	58

Subject	2004-05	2005-06	2006-07	2007-08	2008-09
Agriculture Subtest II	-	47	29	48	49
Agriculture Subtest III	-	48	34	53	54
Business Subtest I	-	179	187	142	130
Business Subtest II	-	188	225	184	185
Business Subtest III	-	153	169	133	128
Health Science I	-	853	882	809	782
Health Science II	-	679	606	544	520
Health Science III	-	591	525	477	459
Home Economics Subtest I	-	75	81	72	71
Home Economics Subtest II	-	73	68	70	68
Home Economics Subtest III	-	81	79	74	73
Ind. & Technology Educ Subtest I	-	68	64	89	78
Ind. & Technology Educ Subtest II	-	68	66	90	82
Physical Education Subtest I	992	1,009	1,034	543	1,138
Physical Education Subtest II	995	1,118	1,110	564	1,167
Physical Education Subtest III	933	1,024	1,189	623	1,272
Preliminary Educ Tech Subtest I	307	291	297	143	276
Preliminary Educ Tech Subtest II	265	289	293	140	267
TOTAL	151,461	139,267	126,379	110,219	109,339

Current Scoring for the CSET

Scoring Procedures

The CSET examinations for all current subject areas (but not all subtests) include multiple-choice items, which are machine-scored, using optical scanning equipment and employing quality control standards commonly accepted for insuring accuracy of the scores. A raw score for each of these sections is calculated by totaling the number of items answered correctly. There is no penalty for incorrect answers. The raw score is then converted to scaled scores, as described later.

The CSET examinations for all subject areas (but not all subtests) also include constructed-response items, in which examinees shall respond, usually in writing, to a written, video, or audio prompt. As noted earlier, the method of responding depends on the specific examination. Responses to constructed-response or performance assignments are evaluated by California educators who are specifically trained to apply the scoring criteria uniformly. Using a holistic scoring rubric, two scorers independently evaluate each essay, assigning a score. If the two scorers assign the same score or if scores differ by only one point, the candidate receives the sum of the two scores. Scoring scales are either one to three or one to four depending upon the specific subtest. If the two scorers assign scores that differ by more than one point, the response is scored by a third scorer who is not informed of the previous two scores. If the third scorer assigns a score that matches one of the scores assigned by the first or second scorer, the candidate receives that score doubled. If the third scorer assigns a score that is different from the scores assigned by the first and second scorers, a Chief Reader, who is informed of the three previous scores, scores the response, and the candidate receives the Chief Reader's score doubled. The raw score is then converted to a scaled score, as described later.

Qualifications of Scorers

To score the CSET: Multiple Subjects Examination (MSE), a scorer shall

- ◆ hold a Multiple Subject Teaching Credential, have at least three years of teaching experience, and be teaching or have taught within the last three years;
- ◆ **or** have continuing experience as an MSE scorer after having met the above qualifications;
- ◆ **or** be or have been a teacher educator in a Commission-approved elementary subject matter preparation program;
- ◆ **or** serve or have served as a Commission-approved member of an appropriate CSET test development and/or standard setting panel for the Multiple Subjects exam.

To score most Single Subject area CSET Examinations, a scorer shall

- ◆ hold a Single Subject Teaching Credential corresponding to the content field, have at least three years of teaching experience, and be teaching or have taught within the last three years;
- ◆ **or** be an instructor in a California institution of higher education who, in the last three years, has taught classes corresponding to the content field;
- ◆ **or** have served as a Single Subject Assessments for Teaching scorer in the content field;
- ◆ **or** have continuing experience as a scorer in the content field after having met one of the above qualifications;

- ◆ **or** have an authorization to teach in California public schools in the corresponding content field;
- ◆ **or** hold a graduate degree in the content field;
- ◆ **or** hold a bachelor's degree and have several years' professional experience in the content field;
- ◆ **or** hold a bachelor's degree and/or master's degree and be a graduate student currently teaching courses in the content field;
- ◆ **or** have served as a Commission-approved member of the appropriate CSET test development and/or standard setting panel;
- ◆ **or** be a Commission-approved scorer.

To score the CSET: Preliminary Educational Technology examination, a scorer shall

- ◆ hold or have held a Multiple or Single Subject Teaching Credential, have at least three years of teaching experience, and be teaching or have taught within the last three years;
- ◆ **or** have served as a Single Subject Assessments for Teaching PET scorer;
- ◆ **or** have continuing experience as a PET scorer after having met one of the above qualifications;
- ◆ **or** serve or have served as a faculty member teaching courses taken by students enrolled in a California teacher preparation program or district internship program;

AND

- ◆ as part of current or former job responsibilities, provide or have provided instruction/training to teachers or teacher preparation students/school district interns in the application of educational technology **or** provide or have provided instruction in any California public school classroom (grades K-12) using educational technology.
- ◆

To score the CSET: Languages other than English (LOTE) examinations, other than LOTE: ASL, a scorer shall

- ◆ hold a graduate degree in the appropriate language,
- ◆ **or** hold a Single Subject Teaching Credential in the appropriate language,
- ◆ **or** be a college or university educator who holds a degree in the language and/or has responsibility for teaching or advising students in that field,
- ◆ **or** have an authorization to teach the corresponding language in California public schools,
- ◆ **or** have served as a Single Subject Assessments for Teaching scorer in the appropriate language,
- ◆ **or** be a native speaker of the language with a college/university degree,
- ◆ **or** have served as a Commission-approved member of the appropriate CSET language test development and/or standard setting committee.

To score the **CSET: LOTE: American Sign Language** examination, a scorer shall

- ◆ hold a graduate degree in American Sign Language,
- ◆ **or** have an authorization to teach American Sign Language in California public schools,
- ◆ **or** be a college or university educator who holds a degree in American Sign Language and/or has responsibility for teaching or advising students in that field,
- ◆ **or** be a native speaker of American Sign Language with a college/university degree,

- ◆ **or** have served as a Commission-approved member of the CSET American Sign Language test development and/or standard setting committee,
- ◆ **or** be a Commission-approved scorer.

Determining a Candidate's Total Score and Passing Status

Although all test forms for each of the CSET subtests measure the same basic skills, each form contains different items. Because one test form may be slightly more difficult or slightly easier than another, it is necessary to convert the raw scores to a scale that takes into account differences in the difficulty of test items. Regardless of the particular test form used, or the particular administration at which the test is taken, equal scaled scores represent essentially the same level of basic skill mastery. To pass an examination for a subject area of the CSET, an individual shall earn a passing score on each of the subtests. Once an examinee passes a subtest, she/he does not need to take it again as long as the score is used to obtain certification within five years of the test date.

Individual Score Reports

Official score reports are mailed to examinees approximately four weeks after the test date. The score report shows the individual's passing status. The score report also provides information about the candidate's performance on domains within a subtest to help identify strengths and weaknesses. To preclude the use of test scores for purposes other than credentialing (e.g., employment, assignment), total test scores are not provided on passing score reports. If the candidate did not pass, the score report includes her or his score. An explanation of how to read the score report is also included. The Commission receives CSET scores in electronic format from the current contractor. Examinees can also request that their scores be sent to up to three institutions at no extra cost. Additionally, unofficial scores are available on the Internet to candidates by 5:00 p.m. Pacific time on the date that official score reports are mailed.

Additional Information, Including Possible Future Modification

At this time, there is no move to modify the contents of the CSET, but note that, as with all examinations used for California certification, the content and use reflect the judgment of the Legislature and Governor.

California Teacher of English Learners (CTEL) Examination

Description, Current Administration and Current Scoring

Description of the CTEL Examination

California Education Code Section 44253.3 and 44253.4 requires the California Commission on Teacher Credentialing (CTC) to issue authorizations that allow the holder to provide specialized instruction to English Learners (EL). Individuals may choose to earn a Crosscultural, Language and Academic Development (CLAD) Certificate or a new English Learner Authorization which is added to a selected valid prerequisite credential. The CLAD Certificate and the English Learner Authorization are equivalent in authorizing instruction to be provided to English learners.

The CLAD/BCLAD examination was administered from 1995 to 2006 and the CLAD examination was replaced with the California Teacher of English Learners examination (CTEL), which was first administered in December 2005 in response to Assembly Bill 1059 (Stats. 1999, Chap. 711, Duchenev). The BCLAD portion of the CTEL/BCLAD examinations was replaced with specific subtests of the CSET: Languages Other Than English examination in 2007.

California Education Code Section 44253.5 requires the Commission to develop and administer examinations on which a teacher can demonstrate competence in the knowledge and skill areas necessary for effective teaching of limited English-proficient pupils. In June 2005, the Commission adopted the test structure and the Knowledge, Skills, and Abilities (KSA) for the CTEL examination. The KSAs represent the content that may be tested on the examination. The KSAs were developed using textbooks, California K-12 Student Academic Content Standards, and curriculum frameworks and CTC program standards.

Development of the CTEL Examination

The development process of the CTEL examination included appointing an advisory panel of California educators; defining the skill areas to be tested, which are found in the test specifications; developing test items; performing a validity study and bias review focusing on accuracy, fairness, clarity, and job relevance; field-testing items; performing standard-setting studies; and determining the minimum passing scores. This work began in November 2004 and was completed by the fall of 2005.

Content and Structure of the CTEL Examination

The CTEL examination consists of the following three subtests:

CTEL 1: Language and Language Development

This subtest covers (1) language structure and use and (2) first- and second-language development and their relationship to academic achievement. This subtest is in English and consists of 50 multiple-choice questions and one essay.

CTEL 2: Assessment and Instruction

This subtest covers the assessment of EL, the foundations of English language and literacy development and content instruction, and approaches and methods for English language development and content instruction. This subtest is in English and consists of 60 multiple-choice questions and two essays.

CTEL 3: Culture and Inclusion

This subtest covers culture and cultural diversity and their relationship to academic achievement and culturally inclusive instruction. This subtest is in English, does not focus on any specific cultural group and consists of 40 multiple-choice questions and one essay.

Structure of the CTEL Tests

CTEL Examination	Skills Assessed	Number of Multiple Choice Items	Number of Constructed-Response Items
Subtest 1	Language and Language Development	50	1
Subtest 2	Assessment and Instruction	60	2
Subtest 3	Culture and Inclusion	40	1

The subtests are criterion-referenced. The purpose of this examination is to help identify candidates for certification who have demonstrated the level of knowledge and skills required to effectively teach EL.

The CTEL examination subtests can be retaken as many times as necessary to achieve a passing score. However, a passing score for an individual subtest shall be achieved on a single test administration.

Current Administration of the CTEL Examination

The CTEL examination is currently administered two times a year in the fall and spring (December and June). There are 13 selected examination sites throughout California. Standard administration dates are on Saturdays. Each session is three hours in length.

- CTEL 1: Language and Language Development is administered mornings only
- CTEL 2: Assessment and Instruction is administered afternoon sessions only
- CTEL 3: Cultural and Inclusion is administered in the morning session only

An examinee may register to take one, two, or three subtests at an administration and is given three hours to complete CTEL 1 and 3 in the morning session and three hours to complete CTEL 2 in the afternoon session. No test session is timed within the three-hour period.

There are no requirements that candidates take or pass one particular subtest before taking or passing another subtest. Once a candidate passes a subtest, the candidate need not retake that

subtest unless the score becomes too old for use in applying for a certificate. Passing scores on CTEL subtests shall be used toward certification within five years of the test date.

Each time an examinee retake a subtest, he/she shall register for and take that entire subtest again.

The table below shows the number of examination administrations for the 2005-2009 program years and the total number of examinees for each CTEL subtest taken. Individuals who took CTEL on more than one occasion during a year are counted each time they registered.

CTEL Examination by Test Administrations and Examinees

<i>Year</i>	<i>Total Number of Administrations</i>	<i>Total Number of Examinees</i>		
		CTEL 1	CTEL 2	CTEL 3
2005-06	24	2,463	2,293	2,449
2006-07	28	3,901	3,748	3,934
2007-08	26	5,345	5,201	5,667
2008-09	26	6,117	5,631	6,151

Alternative testing arrangements are available (a) for individuals who cannot take the examination on Saturday due to religious convictions and (b) for individuals who have disabilities or impairments. The arrangements include accommodations such as an alternative testing day, wheelchair-accessible facilities, separate testing rooms, special seating arrangements, use of a magnifying glass, enlarged-print examination booklet, written copy of the oral directions, and colored overlays.

Contractor’s Examination Fees

The current examination registration fees are based on administering the CTEL examination program on December and June test administration dates and at test sites that are in common with the California Basic Educational Skills Test (CBEST) and Reading Instruction Competence Assessment (RICA) examination.

2009-2010 CTEL Examination Fees

	Contractor's Portion of Examination Fees*	Commission's Portion of Examination Fees	Total Candidate Examination Fees
CTEL Examination (all 3 subtests)	\$259.00	\$6.00	\$265.00
CTEL 1: Language and Language Development	\$83.00	\$2.00	\$85.00
CTEL 2: Assessment and Instruction	\$93.00	\$2.00	\$95.00
CTEL 3: Culture and Inclusion	\$83.00	\$2.00	\$85.00
Program Management Fee**	\$0.00	\$38.00	\$38.00

* Paid to the contractor to compensate for its expenses.

** Paid one time for each registration, regardless of the number of subtests for which the candidate is registering.

The Contractor collects an examination registration fee from candidates; CTEL 1: \$83.00, CTEL 2: \$93.00, CTEL 3: \$83.00. The registration fee collected consists of the contractor's portion of the fee as indicated in the chart above. The Contractor's portion of the registration fee is a flat fee that is not based on any sliding system and is not increased during the term of the contract.

The Program Management Fee is \$38.00 to be paid one time for each registration regardless of the number of subtests for which the candidate is registering. The Program Management Fee is set by the Commission to cover the Commission's operating expenses related to the examination program. The Commission reviews and may adjust the program Management Fee annually.

The Commission also receives a portion of the examination registration fees from the candidates in the amount of \$2.00 for each CTEL subtest.

Scoring of the CTEL Examination

Each CTEL subtest reflects different domains of knowledge and is scored independently. The minimum passing score for each subtest was established by the Commission on Teacher Credentialing based on recommendations from California teachers and teacher educators. Passing status is determined on the basis of total subtest performance, which includes performance on both the multiple-choice section and the constructed-response section of the subtest.

Scoring responses to multiple-choice questions are machine scored as correct or incorrect. Answer documents for multiple-choice questions are scored by computer using optical scanning equipment and employing quality control standards commonly accepted for insuring accuracy of the scores.

All essay responses are scored according to standardized procedures. Scorers with relevant professional backgrounds receive extensive orientation before the scoring session and are carefully monitored during the scoring session. Each essay response is scored by at least two qualified California educators.

Subtest results are reported as scaled scores. A scaled score is based on the number of raw score points earned on each section; the multiple-choice section is weighted 70% and the constructed-response section is weighted 30%. Raw scores are converted to a scale of 100–300, with a scaled score of 220 representing the minimum passing score. Examinees who obtain a passing score on a CTEL subtest are not required to take that subtest again unless their score becomes too old for use in applying for a certificate.

Individual Score Reports

Individual score reports are mailed to examinees approximately six weeks after the test date. The score report shows the scores on all test sections taken at the most recent administration and is accompanied by an explanation of how to read the score report.

For each subtest taken the score report provides information about the passing status and, if an examinee did not pass, the total subtest score. The score report also includes summary information about CTEL examination subtests passed to date. The reverse side of the score report contains diagnostic information for each subtest taken to provide examinees with information about their areas of strength and weakness in each subtest section. The Commission receives CTEL scores in electronic format.

The CTEL examination study guide contains several sections including preparing for the CTEL exam, the Knowledge, Skills, and Abilities for the CTEL Examination, sample test questions for each subtest and information about performance characteristics and the scoring of constructed-response assignments. The study guide may be viewed or downloaded at the CTEL web site at www.ctcexams.nesinc.com.

Reading Instruction Competence Assessment (RICA):

Description, Current Administration, and Current Scoring

Description of the RICA

The purpose of the RICA is to ensure that California-trained candidates for Multiple Subject Teaching Credentials or Education Specialist Instruction Credentials possess the knowledge and skills important for the provision of effective reading instruction to students. Passage of the RICA is also occasionally used by those adding a Multiple Subject Teaching Credential to an existing Single Subject Teaching Credential and as an option for satisfying the reading instruction requirement for out-of-state-trained candidates for Multiple Subject Teaching Credentials or Education Specialist Instruction Credentials.¹

Initial Development of the RICA

For information on the initial development of the RICA, bidders may review the Development of the RICA section of the *Annual Report on the Reading Instruction Competence Assessment: June 1998 - June 1999*, which may be viewed by clicking on PERF-2 at <http://www.ctc.ca.gov/commission/agendas/1999/1999-10.pdf>. This report details the appointment of the initial RICA Design Team, the initial job analysis of the teaching of reading, the initial development and validation of the RICA Content Specifications, and the development of RICA assessment materials.

Details about the RICA Examination

As required by Education Code Section 44283, the RICA consists of two assessments: the RICA Written Examination and the RICA Video Performance Assessment. Most California-trained candidates for Multiple Subject Teaching Credentials or Education Specialist Instruction Credentials are required to pass one of the assessments (candidate's choice). Both the Written Examination and the Video Performance Assessment were recently revised and reflect the RICA Content Specifications adopted by the Commission in November 2007, which are aligned with the 1997 K-12 English–Language Arts Content Standards and the 2007 K-12 Reading/Language Arts Framework. Also considered when creating the content specifications were the methods of developing English language skills, including the study of reading, as described in Education Code Section 44259(b)(4). The current content specifications consist of 107 teacher competencies in the area of reading. The competencies are organized into 15 content areas, which fall under the following five domains:

- Domain 1: Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment
- Domain 2: Word Analysis
- Domain 3: Fluency
- Domain 4: Vocabulary, Academic Language, and Background Knowledge
- Domain 5: Comprehension

1. Exceptions are (a) candidates who hold a valid California teaching credential that was issued based upon completion of a teacher preparation program including student teaching, (b) candidates for Education Specialist Instruction Credentials who are applying for Early Childhood Special Education Certificate or Credential, and (c) candidates for "teaching and services credentials" for service in state special schools or in special classes for deaf and hard of hearing pupils who are applying under the provisions for the prelingually deaf.

The RICA Written Examination

The Written Examination consists of two sections: a constructed-response section and a multiple-choice section. The two sections are administered as one examination, and a candidate receives a single, combined score. Together, the two sections permit a broad and in-depth assessment of credential candidates' knowledge about effective reading instruction and the ability to apply that knowledge. For the overall weighting of the Content Specifications, Domain 1 is approximately 10%, Domain 2 is 33%, Domain 3 is 13%, Domain 4 is 20%, and Domain 5 is 23%.

The Constructed-Response Section

This section of the Written Examination includes both of the following types of written response items.

- *Focused educational problems and instructional tasks.* These items present problems or tasks in educational contexts and require candidates to (a) consider information about a class, a group of students, an individual student, or an instructional situation, and (b) devise or provide explanations related to appropriate instructional strategies or assessment approaches. Four focused educational problems and instructional tasks are included on each form of the examination. Each problem or task assesses one or more competencies in Domains 2, 3, 4, and 5, with one problem or task for each domain tested. The problems or tasks for Domains 3 and 4 each generally result in a written response of approximately 75–125 words. Those for Domains 2 and 5 each generally result in a written response of approximately 150-300 words.
- *Case study based on a student profile.* For this item, candidates receive substantial background information about a student and samples of materials illustrating the student's reading performance. Candidates are asked to assess the student's reading performance, describe appropriate instructional strategies, and explain why these strategies would be effective. Each examination form has one case study, which includes content related to all five domains of the RICA Content Specifications and generally results in a written response of approximately 300-600 words.

The Multiple-Choice Section

Each Written Examination form includes 70 multiple-choice items: 60 “scorable” items, which are used to determine a candidate's score, and 10 “non-scorable” items, which are items being field-tested and are not used to determine a candidate's score. The multiple-choice items include both content items, which directly assess knowledge about reading and reading instruction, and contextualized items, which assess the candidate's ability to apply specific knowledge, to analyze specific problems, or to conduct specific tasks related to reading instruction. In the Multiple-Choice section, approximately 20% of questions assess competencies in Domain 1, 33% assess competencies in Domain 2, 10% assess competencies in Domain 3, 23% assess competencies in Domain 4, and 14% assess competencies in Domain 5.

The RICA Video Performance Assessment

The design of the current RICA Video Performance Assessment allows the candidate to submit his or her best classroom work. It is based on candidate-created videotapes of the candidate

teaching reading. Each candidate who elects to take this assessment must create three “Video Packets,” each of which includes the following:

1. A completed *Instructional Context Form*, on which the candidate provides information relevant to the videotaped instruction, such as information about the student(s) involved, the lesson plan, and a description of assessment methods the candidate used to determine the appropriateness of the planned lesson;
2. A ten-minute videotape of the candidate providing reading instruction; and
3. A completed Reflection Form, on which the candidate provides an appraisal of the videotaped instruction, suggestions for further or alternative instructional strategies, and similar information.

One Video Packet is to be based on whole-class instruction, another on small-group instruction, and the third on individual instruction. In addition, one Video Packet must demonstrate the candidate’s competencies in Domains 1 and 2, the second in Domains 1 and 4, and the third in Domains 1 and 5.

Administration of the RICA

RICA Written Examination Administration

Currently, the Written Examination is administered six times per testing year (July 1-June 30) at examination sites in twenty-one areas throughout California. Standard administration dates are on Saturdays, and candidates are given four hours to complete the entire examination during the administration. The total time required to administer the Written Examination, from the examinee reporting time until the end of the four-hour testing session, is typically 4 1/2 hours. Candidates shall pass the entire examination at a single sitting but are able to retake the examination as many times as they wish until they pass.

The table below shows the number of Written Examinations administered from August 2003 through July 2009.

Number of RICA Written Examinations Administered

<i>Year</i>	<i>Written Examination</i>
2003-04	26,674
2004-05	21,720
2005-06	19,678
2006-07	16,735
2007-08	15,674
2008-09	15,540

Alternative testing arrangements are available (a) for individuals who cannot take the examination on Saturday due to religious convictions and (b) for individuals who have disabilities. These arrangements include accommodations such as an alternative testing day,

additional time, separate testing rooms, special seating arrangements, enlarged-print examination books, and colored overlays.

RICA Video Performance Assessment Registration and Submission

Unlike the Written Examination, the Video Performance Assessment is not “administered” on specific dates. Rather, candidates first register by mail, complete all three Video Packets of their assessment, and then submit their completed assessments for scoring. The Video Performance Assessment schedule is based on *submission deadlines*: the date by which the candidates’ Video Packets shall be received by the contractor in order to be scored in the subsequent scoring session and for candidates to receive their score reports on the associated score report mailing dates. Initially, there were four submission deadlines in each testing year, 1998-99 and 1999-00. Because of the low number of submissions, this was dropped to three annual submission deadlines beginning in 2000-01 through the present. Candidates pay a fee when they register and then an additional fee when they submit the completed Video Packets. Because the focuses of the required videos change annually, individuals who wish to take this assessment shall register and submit their assessment no later than the final submission deadline for that year. No refunds or credits are given.

Upon registration, the contractor sends candidates a packet of materials necessary to complete the assessment. The materials are noted in the *RICA Video Performance Assessment Information Guide* located at the current RICA website: <http://www.rica.nesinc.com>. Once registered, each candidate prepares three Video Packets following the specific instructions provided in the *RICA Video Performance Assessment Procedures Manual*, which is with the materials sent to the registrants. The candidates then submit all required materials to the contractor for scoring. All materials shall be submitted together; partial submissions are returned to the candidate with the submission fee. Upon receipt of the materials, the contractor mails the candidate a notice acknowledging receipt of the materials and confirming the score report mailing date. The assessment is then scored at the next regularly scheduled scoring session.

The table below shows the number of candidates who completed the process by submitting their video assessments for scoring for the 2003-04 through 2008-09 testing years.

Table 2: RICA Video Performance Assessment

<i>Year</i>	<i>Submissions</i>
2003-04	113
2004-05	101
2005-06	80
2006-07	68
2007-08	69
2008-09	64

Video Performance Assessment modifications for examinees with disabilities include the provision of large print or Braille assessment materials. To date, no one has received alternative assessment arrangements for the Video Performance Assessment.

Scoring the RICA

This section describes the criteria and procedures for scoring the multiple-choice and constructed-response items on the Written Examination and the constructed-response items in the Video Performance Assessment. It also describes qualifications needed to become a scorer. Also noted is the methods used to determine a candidate's total score and passing status.

Multiple-Choice Items: Written Examination

Scoring Procedures for Multiple-Choice Items

There are sixty scorable and ten non-scorable multiple-choice items on the Written Examination. The multiple-choice items are machine-scored, using optical scanning equipment and employing quality control standards commonly accepted for insuring accuracy of the scores. The total score for the multiple-choice section is based on the number of scorable items answered correctly. There is no penalty for guessing.

Constructed-Response Items: Written Examination and Video Performance Assessment

Constructed-Response Performance Characteristics, Scoring Scales, and Marker Responses

There are five constructed-response items on the current Written Examination: four focused educational problems and instructional tasks, and one case study. Each of the five is scored as a single item.

For the Video Performance Assessment, each of the three candidate-created Video Packets is considered a constructed-response item. Each of the constructed-response items is scored as a single unit with the scorer assigning a single score to the entire packet after reviewing the candidate's Instructional Context Form, the videotaped instruction, and Reflection Form for that packet.

The scoring of the constructed-response items is based on the performance characteristics and scoring scales, such as those found at <http://www.rica.nesinc.com>, through the *Video Performance Assessment Information Guide* link. For the Written Examination, there is one set of performance characteristics for both (a) the focused educational problems and instructional tasks and (b) the case study. These performance characteristics are associated with a three-point scoring scale for the focused educational problems and instructional tasks, and a four-point scoring scale for the case study. There is a second set of performance characteristics and an associated four-point scoring scale used for each of the three Video Packets needed for the Video Performance Assessment.

Scoring Procedures for Constructed-Response Items

Qualified and trained California educators score all responses to constructed-response items using focused holistic scoring. For each item type, scorers judge the overall effectiveness of the response while focusing on the performance characteristics for that item type.

Two scorers independently score each constructed-response item with no scorer scoring more than one item for a specific examinee.² If the two scorers assign the same score or if scores

² In scoring sessions where the number of submitted Video Packets is low, groups of two or more qualified California educators score each Video Packet. The scorers independently evaluate each Video Packet, then reach consensus on the appropriate score. The consensus score is doubled to yield the candidate's score for the Video Packet.

differ by only one point, the candidate receives the sum of the two scores. If the two scorers assign scores that differ by more than one point, the response is scored by a third scorer who is not informed of the previous two scores. If the third scorer assigns a score that matches one of the scores assigned by the first or second scorer, the candidate receives that score doubled. If the third scorer assigns a score that is different from the scores assigned by the first and second scorers, a Chief Reader, who is informed of the three previous scores, scores the response, and the candidate receives the Chief Reader's score doubled.

Qualifications of Scorers

The contractor employs and trains as scorers California educators who are knowledgeable about reading and reading instruction and meet either of the following options:

1. Option One (all of the following)
 - a. have a valid California teaching credential that was issued based upon completion of a teacher preparation program including student teaching and authorizes instruction in self-contained classrooms or core classes;
 - b. have a minimum of three years of classroom teaching experience;
 - c. have current experience teaching reading or have taught reading within the last three years in California public schools in grades K-8 (e.g., in a self-contained classroom or a core class, or as a reading specialist);
 - d. have participation in professional development (formal or informal) that addresses the California Reading Initiative requirements; and
 - e. be recommended by the principal or assistant principal of the California public school where the individual currently teaches or most recently taught.

2. Option Two (all of the following)
 - a. be a teacher educator in a teacher preparation program approved by the Commission;
 - b. be currently teaching courses in reading methods taken by Multiple Subject Teaching Credential, Education Specialist Instruction Credential, Reading Certificate, or Reading and Language Arts Specialist Credential candidates, or have taught such courses within the last three years, in the Commission-accredited teacher preparation program; and
 - c. be recommended by an administrator of the Commission-accredited teacher preparation program in which the individual teaches or most recently taught.

Determining a Candidate's Total Score and Passing Status

Written Examination

A candidate's total score on the Written Examination is determined based on the candidate's combined performance on the multiple-choice and constructed-response sections. The contractor equates the examinee's total raw score on the multiple-choice section to the scores the examinees would have received on the initial form administered on August 8, 2009. A candidate can earn a maximum of sixty points on the multiple-choice section.

On the constructed-response section, each item receives two scores (one from each scorer) from the applicable scoring scale. The two scores for each of the five items are totaled and then weighted by item type to give more significance to the items requiring longer responses. A candidate's total score for the constructed-response section is the sum of the weighted raw scores

for the five items, with a maximum of sixty points. The weighting applied is shown in the table below.

**Weighting of Constructed-Response Item Raw Scores
on the RICA Written Examination**

<i>Item</i>	<i>Maximum Raw Score</i>	<i>Weight</i>	<i>Maximum Weighted Raw Score</i>
Focused Items			
Domain 2	6	2	12
Domain 3	6	1	6
Domain 4	6	1	6
Domain 5	6	2	12
Case Study			
Domains 1-5	8	3	24
Total			60

A candidate’s total score for the Written Examination is based on the sum of the candidate’s weighted score on the multiple-choice plus the constructed-response sections, with the total possible of 120. Then this score is converted to a scaled score ranging from 100 to 300, with 220 representing the minimum passing scaled score.

Video Performance Assessment

A candidate’s total score for the Video Performance Assessment is the sum of the six scores for the three Video Packets. This total score can range from six, if the candidate receives only scores of one (the lowest score on the scoring scale), to twenty-four, if the candidate receives all scores of four (the highest score on the scoring scale). With a scaling structure parallel to the Written Examination, the minimum passing score is 220. Additionally, an examinee who submits one Video Packet receiving a rating of "Requirements Not Met" (e.g., voices distorted on video) and whose total score on the remaining two Video Packets is at least nine, is allowed to replace the faulty Video Packet. With respect to "Requirements Not Met," examinees are considered to have failed the assessment if they submit either (a) one Video Packet with a rating of "Requirements Not Met" and a score less than nine or (b) two or three Video Packets receiving a rating of "Requirements Not Met."

Individual Score Reports

Three weeks and two days after each Written Examination administration and approximately four weeks after each Video Performance Assessment submission deadline, individual score reports are mailed to RICA examinees. For the Written Examination, the examinee score report contains the examination name, administration date, passing status, the total score if the examinee did not pass, information about the examinee’s performance on each of the four RICA domains and the case study, and, if the examinee’s case study response was less than adequate, diagnostic information about the response. For the Video Performance Assessment, the examinee score report includes the examination name, submission deadline, the examinee passing status, and diagnostic information for any less-than-adequate Video Packet. Score reports for examinees who do not pass the Video Performance Assessment also include the total

score and the score on each Video Packet. All examinees receive a *RICA Score Report Explanation* that provides information about interpreting the score reports. Examinees who pass either assessment receive a Passing Status Verification Slip. The Commission receives RICA scores in electronic format from the current contractor. Examinees may also request that their results be sent, at no extra cost, to one college, university, or district-internship program with a Commission-accredited Multiple Subject Teaching Credential and/or Education Specialist Instruction Credential program.

Additionally, unofficial scores are available on the Internet to candidates by 5:00 p.m. Pacific time on the date that official score reports are mailed. Candidates shall provide personal identification information including their RICA identification number to be able to view the scores. The unofficial scores are available online for approximately two weeks and, for security reasons, may be viewed only once during the posting period. Candidates who register for the test via the Internet may request to have the unofficial scores sent to their email address.

Additional Information, including Possible Future Modification

For the RICA, there are approximately 3,350 calls received annually by the current contractor. There are about 5 bad checks and declined credit card payments annually. Additionally, nearly 1,600 cubic feet of archival storage space is now used for the retention and storage of RICA examination materials and data.

The RICA content specifications shall be aligned with the California K-12 English–Language Arts Content Standards and the K-12 Reading/Language Arts Framework. There is current legislation, Senate Bill X5 1, which may or may not impact the RICA Content Specifications based on the findings of the Academic Content Standards Commission, which they shall present to the California State Board of Education on or before July 15, 2010.

Structure of the RICA Tests

RICA Examination	Description	No. of Multiple Choice Items	No. of Constructed-Response Items, incl. Video Items
RICA Written Examination			
Multiple-Choice Section <i>(Values in the parentheses are approximate proportion of the total items that measure the skill)</i>	1: Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment (10%)*	70	
	2: Word Analysis (33%)		
	3: Fluency (13%)		
	4: Vocabulary, Academic Language, and Background Knowledge (20%)		
	5: Comprehension (23%)		
Constructed-Response Section	1. Focused educational problems and instructional tasks measuring four domains: 2-5		4
	2. A case study based on a student profile measuring all five domains		1
OR			
RICA Video Performance Assessment	A completed Instructional Context Form, ten-minute video, and Reflection Form		3
One video packet is based on whole-class instruction, one on small-group instruction, and one on individual instruction. In addition, one videotape must demonstrate competencies in Domains 1 and 2, one must demonstrate the candidate's competencies in Domains 1 and 4, and the last Domains 1 and 5.			

Number of RICA Examinees by Administration and Examination Type, 2004-2009

Year	Examination Type	August	October	Nov./Dec.	February	March/April	June/July	TOTAL
2004-05	Written	1,616	2,472	3,563	4,021	5,569	4,472	21,713
	Video	N/A	N/A	23	N/A	31	49	103
2005-06	Written	2,055	2,162	3,331	3,764	5,110	3,253	19,675
	Video	N/A	N/A	11	N/A	25	44	80
2006-07	Written	1,731	1,670	2,703	3,349	4,321	2,961	16,735
	Video	N/A	N/A	16	N/A	16	36	68
2007-08	Written	1,550	1,508	2,487	3,316	3,958	2,850	15,669
	Video	N/A	N/A	16	N/A	17	36	69
2008-09	Written	1,520	1,466	2,610	2,946	3,887	3,107	15,536
	Video	N/A	N/A	13	N/A	15	39	67
Total	Written	8,472	9,278	14,694	17,396	22,845	16,643	89,328
	Video	N/A	N/A	79	N/A	104	204	387

Appendix B

Notice of Intent to Bid

Request for Proposals for the Test Development and Test Administration for 2011-2016 of the California Basic Educational Skills Test (CBEST), California Subject Examination for Teachers (CSET), California Teacher of English Learners (CTEL), and the Reading Instruction Competence Assessment (RICA)

Name of Bidder: _____

Contact Person: _____

Mailing Address: _____

City, State, Zip Code: _____

Telephone: _____

Fax Number: _____

Email Address: _____

Please send by fax if possible.

Return to: Commission on Teacher Credentialing
Professional Services Division
1900 Capitol Avenue
Sacramento, CA 95811-4213
ATTN: Yvonne Novelli
FAX: (916) 327-3165

Those who plan to submit a proposal in response to this Request for Proposals (RFP) are encouraged to submit this notice as soon as possible. The purpose of this notice is solely to inform the Commission of the identity of those who plan to participate in the competitive bidding process, so that any correspondence related to the bidding process (e.g., answers to questions described in Part 1 of the RFP) can be appropriately distributed. Submission of this Notice of Intent to Bid is not a promise to submit a proposal, nor does lack of a Notice of Intent to Bid disqualify a bidder from submitting a proposal.

Appendix C

Contract Terms and Conditions

All terms and conditions found on the General Terms and Conditions (GTC 307) and the Contractor Certification Clauses (CCC 307) in the versions effective as of the date of this Request for Proposals, shall be incorporated by reference into the contract, with the exceptions noted below. Additional terms and conditions that shall be incorporated into the contract are also listed below. GTC 307 and CCC 307 may be viewed at <http://www.ols.dgs.ca.gov/Standard%20Language/default.htm>.

Upon award of the agreement, the contractor shall sign and submit form CCC 307 to the Commission. This document is only required if the contractor has not submitted this form to the Commission within the last three (3) years.

A. Additions to GTC 307

The following additions to GTC 307 shall be incorporated into the contract.

A1. The following is added to the *Audit* (GTC 307, #4):

Records that relate to termination or litigation of the settlement of claims arising out of the performance of this Contract, or costs and expenses of this Contract, to which exceptions have been taken by the Commission or any of its duly authorized representatives shall be retained until such litigation, claims, or exceptions have been disposed of.

A2. The following is added to the *Disputes* (GTC 307, #6):

If the Contractor disputes any action by the Program Coordinator arising under or out of the performance of this contract, the Contractor shall notify the Program Coordinator of the dispute in writing and request a claims decision. The Program Coordinator shall issue a decision within 30 calendar days of receipt of the Contractor's notice. If the Contractor disagrees with the Program Coordinator's claims decision, the Contractor shall submit a formal claim to the Commission's Executive Director. The decision of the Commission's Executive Director shall be final and conclusive on the claim. The decision may encompass facts, interpretations of the contract, and determinations or applications of law. The decision shall be in writing following an opportunity for the Contractor to present oral and documentary evidence and arguments in support of the claim.

A3. The following is added to the *Independent Contractor* (GTC 307, #8):

The Contractor shall pay when due all required employment taxes and income tax withholding, shall provide and keep in force worker's compensation (and show proof of such insurance) and unemployment compensation insurance in the amounts required by

law, and shall be solely responsible for the acts of the Contractor, its employees, and agents.

A4. The following is added to the *Unenforceable Provision* (GTC 307, #17):

The waiver of any breach of a term hereof shall not be construed as a waiver of any other term or provision or the same term or provision at a subsequent time.

B. Additions to Form CCC 307

The following underlined additions to form CCC 307 shall be incorporated into the contract.

B1. The following underlined clause is added to number 3: *Americans with Disabilities Act*, under section *Doing Business with the State of California* (CCC 307):

Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable federal and state laws and regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

B2. The following underlined clause is added to number 8: Payee Data Record Form STD 204, under section *Doing Business with the State of California* (CCC 307):

This form shall be completed by all contractors that are not another state agency or other governmental entity. Upon award of the agreement, Contractor shall complete and submit to the awarding agency the Payee Data Record (STD 204), to determine if the Contractor is subject to state income tax withholding pursuant to California Revenue and Taxation Code Section 18646. This form can be found at www.osp.dgs.ca.gov under the link Standard Forms, on the left side of the screen. No payment shall be made unless a completed STD 204 has been returned to the awarding agency.

2. Additional Terms and Conditions

The following are additional terms and conditions that shall be incorporated into the contract.

A. Contractor Evaluation

The Contractor hereby acknowledges that Contractor's performance under this Contract shall be evaluated pursuant to Sections 10367 and 10369 of the California Public Contract Code.

B. Confidentiality of Records

The Contractor shall maintain the confidentiality of any records, information, or files of the Commission to which the Contractor may have access in connection with this Agreement and which are subject to any State or federal confidentiality laws. All laws and regulations pertaining to the confidentiality of the records or information shall apply

to the Contractor to the same extent as they apply to the Commission. The Contractor shall notify its employees that they are subject to the confidentiality requirements set forth herein and shall provide each employee with a written explanation of the confidentiality requirements before the employee is allowed access to confidential records, information, or files.

C. Delays

a. Excusable Delays:

(1) The Contractor shall apply due diligence and reasonable efforts to complete each task required pursuant to this Contract on the specified dates, or in a timely manner for those tasks without specific due dates. The Contractor shall not be in default by reason of any failure to make adequate progress or to perform this Contract in a timely manner if such failure arises out of unforeseen causes beyond the control and without the fault or negligence of the Contractor. Such causes may include, but are not restricted to, "acts of God" or of the public enemy, acts of the Commission in either its sovereign or contractual capacity, fires, floods, epidemics, quarantine restrictions, strikes, freight embargoes, and unusually severe weather, but in every case the failure to perform shall be beyond the control and without the fault or negligence of the Contractor.

(2) If the failure of the Contractor to make adequate progress or to perform this Contract in a timely manner is caused by the failure of a subcontractor or supplier to perform or make progress, and if such failure arises out of causes beyond the control of both the Contractor, subcontractor, and supplier, and without the fault or negligence of any of them, the Contractor shall not be deemed to be in default, unless the supplies or services to be furnished were obtainable from other sources in such time as to permit performance in accordance with the Contract.

(3) Upon request of the Contractor, the Program Coordinator shall reasonably determine whether and the extent that any failure to perform was due to excusable causes of delay, and if so, the delivery schedule shall be revised according to the effect of the delay upon timely completion of the Contract.

b. Notice to the Commission of Delays

Whenever the Contractor knows of any actual or potential cause of delay, including, but not limited to labor disputes, the Contractor shall immediately give written notice thereof to the Program Coordinator and within ten (10) calendar days furnish all relevant information with respect thereto to the Program Coordinator.

D. Legal Authority to Enter Contract

a. The Commission warrants that its execution of this Contract is in full compliance with its obligations under applicable California statutes governing Contract bidding by state agencies. To the extent applicable, funding of this Agreement is contingent upon appropriation and availability of funds in each fiscal year.

- b. The Contractor assures and guarantees that it possesses the legal authority to enter into this Contract. The person or persons signing and executing this Contract on behalf of the Contractor do hereby warrant and guarantee that they have full authorization to execute this Contract.

E. Project Management

- a. Management Control: The Contractor shall work under the direct management control of a Commission staff member designated as the Program Coordinator. The Program Coordinator shall represent the Commission in all matters affecting this project and the Contract, and the Program Coordinator's positions, representations, or approvals shall be deemed the positions, representations, or approvals of the Commission, unless and until the Contractor is informed otherwise in writing. If the individual assigned to be Program Coordinator changes, Commission staff shall notify the Contractor of the change immediately. All materials (e.g., plans, products, reports) identified in the Contract to be produced by the Contractor shall be reviewed and approved by the Program Coordinator. The Program Coordinator shall have a minimum of ten (10) working days to review drafts of such materials unless the Program Coordinator gives permission for fewer days. Following review and approval by the Program Coordinator, the materials shall be submitted to the Program Coordinator by the Contractor in finished form, in a style as defined by the Program Coordinator, incorporating the changes made by the Program Coordinator, and in a quantity specified by the Program Coordinator, not to exceed ten (10), unless otherwise noted in this Contract.
- b. Contractor Personnel: Prior to removing any of the individuals considered essential by the Commission from this project, or reducing their time commitment to the project by more than thirty-three (33) percent of the time agreed upon, the Contractor shall notify the Program Coordinator of the proposed removal or reduction. No such removal or reduction shall occur without the prior written approval of the Program Coordinator. Upon request of the Program Coordinator, the Contractor shall submit justification for the change and indicate who shall replace an individual being removed from the project and/or how the reduction of an individual's time commitment to the project shall be compensated for. The Contractor shall describe the qualifications and experience of the individual(s) proposed to replace or make up for a reduced time commitment by any of the persons listed below. This information shall be provided in sufficient detail to permit evaluation of the impact of the change on the project.

F. Sole Agreement

This Contract is the sole agreement between the parties respecting the subject matter hereof. This Contract is intended as the complete integration of all understandings between the parties at this time. In the event of any conflict, inconsistency, variance, or incongruity between the provisions of this Contract and any other documents or understandings, the provisions of this Contract shall in all respects supersede, govern, and control.

G. Subcontracts

- a. The Contractor shall notify the Program Coordinator reasonably in advance of entering into any subcontract that (a) is cost-reimbursement type, time and materials, or labor-hour, or (b) is fixed-price type and exceeds \$10,000.
- b. In the case of a proposed subcontract that (a) is cost-reimbursement type, time and materials, or labor-hour, and would involve an estimated amount in excess of \$10,000, including any fee, or (b) is fixed-type and exceeds \$10,000, or (c) is one of a number of subcontracts under this Contract with a single subcontractor for the same or related supplies or services that in the aggregate are expected to exceed \$20,000, the advance notification required under paragraph 2.G.a. above shall include:
 - (1) a description of the supplies or services to be called for by the subcontract;
 - (2) identification of the proposed subcontractor and an explanation of why and how the proposed subcontractor was selected, including the degree of competition obtained;
 - (3) the proposed subcontract price, together with the Contractor's cost or price analysis thereof; and
 - (4) identification of the type of subcontract to be used.
- c. The Contractor shall obtain the written consent of the Program Coordinator prior to placing any subcontract for which advance notification is required under paragraph 2.G.a. above. No payment shall be made for any subcontract in which performance commenced prior to the Contractor's receipt of written approval by the Program Coordinator. No subcontract providing for payment of a fee or profit shall be approved if made with a division, subsidiary, or entity controlled or owned by the Contractor.
- d. The Contractor shall give the Program Coordinator immediate notice in writing of any action or suit filed, and prompt notice of any claim made against the Contractor by any subcontractor or vendor that, in the opinion of the Contractor, may result in litigation related in any way to this Contract with respect to which the Contractor may be entitled to reimbursement from the Commission.
- e. With the exception of subcontracts for the routine printing of materials, the Contractor shall select subcontractors (including suppliers) on a competitive bid basis to the maximum extent practicable, consistent with the objectives and requirements of the Contract.

H. Termination

- a. The Commission shall terminate this Contract in whole or in part for good cause (as hereafter defined) upon ninety (90) calendar days' written notice to the Contractor. As used herein, "good cause" shall mean a material breach of this Contract by the Contractor, which breach is not cured or corrected within thirty (30) calendar days after receipt of notice thereof from the Commission. Any termination by the Commission shall be effected by delivery from the Commission to the Contractor of a

Notice of Termination specifying the reason for the termination, the part(s) of this Contract that are being terminated, and the effective date of the termination.

- b. After receipt by the Contractor of a Notice of Termination, the Contractor shall:
 - (1) Stop work under the Contract on the date and to the extent specified in the Notice of Termination;
 - (2) Place no further orders or subcontracts for materials, services, or facilities, except as may be necessary for completion of such portion of the work under the Contract that is not terminated;
 - (3) Terminate all orders and subcontracts to the extent that they relate to the performance of work terminated by the Notice of Termination;
 - (4) Assign to the Commission, in the manner and to the extent directed by the Program Coordinator, all of the rights, titles, and interests of the Contractor's under the orders or subcontracts;
 - (5) Deliver in the manner, at the time(s), to the location(s), and to the extent specified by the Program Coordinator all materials developed, whether draft or final, and all information collected for the purposes of accomplishing the contracted scope of work, that is in the possession of the Contractor, its employees, its agents, or its subcontractors;
 - (6) Complete performance of such part of the work as shall not have been terminated by the Notice of Termination;
 - (7) Take such action as may be necessary, or as the Commission may direct, for the protection and preservation of the property related to this Contract which is in the possession of the Contractor, its employees, its agents, or its subcontractors, and in which the Commission has or may acquire an interest; and
 - (8) Submit to the Program Coordinator a termination claim in the form and with the certification prescribed by the Program Coordinator. Such claim shall be submitted promptly but in no event later than ninety (90) calendar days from the effective date of termination, unless one or more extensions in writing are granted by the Commission upon request of the Contractor made in writing and with appropriate documentation within such 90-day period or authorized extension thereof.

- c. Subject to the provisions of paragraph (8) above, the Contractor and the Commission may agree upon the whole or any part of the amount or amounts to be paid to the Contractor by reason of the total or partial termination of work pursuant to this clause. The Contract shall be amended accordingly, and the Contractor shall be paid the agreed amount by the Commission subject to all necessary approvals of the applicable state control agencies.

- d. In the event of the failure of the Contractor and the Commission to agree in whole or in part, as provided in paragraph C above, as to the amounts to be paid to the Contractor in connection with the termination of work pursuant to this clause, the Commission shall determine on the basis of information available to it, the amount, if any, due to the Contractor by reason of the termination.

I. Waiver of Rights

No failure to assert any rights or remedies available to the Commission or the Contractor under this Contract shall be considered a waiver of such right or remedy unless such waiver is contained in writing signed by the party alleged to have waived its right or remedy.

J. Incorporated in Contract

Both (1) the Request for Proposals for the Administration and Further Development of the California Basic Educational Skills Test (CBEST), the California Subject Examinations for Teachers (CSET), the California Teacher of English Learners (CTEL) Examination and the Reading Instruction Competence Assessment (RICA), dated February 26, 2010, and (2) the winning bid shall be incorporated by reference into the contract.

Appendix D

Required Attachments

A. Disabled Veteran Business Enterprise (DVBE) Participation Goals

An explanation of the Disabled Veteran Enterprise Program (DVBE) requirements can be found at www.pd.dgs.ca.gov/dvbe. Select the “DVBE Resource Packet” under “Related Links.” The DVBE package and the required submittal forms are located at www.pd.dgs.ca.gov. Select “Disabled Veteran Enterprise Participation” on the left side of the screen.

The DVBE participation goal is 3%. If you fail to either (a) meet or exceed the DVBE participation goal or (b) make an effort to meet the goal, you shall be deemed non-responsive, your proposal shall not be evaluated, and you shall not be eligible for the contract award.

If you meet or exceed the 3% DVBE participation goal, then you shall be awarded up to five additional incentive points towards your score. You shall earn three incentive points if you meet the 3% DVBE participation goal, and, for each percentage (whole number) above the 3% requirement, you shall earn one additional point for a maximum of five (5) DVBE incentive points.

If you do not meet the DVBE participation goal, then the required effort documentation would need to include verification of each of the following four steps. *Final determination of goal attainment or an effort shall be at the Commission’s sole discretion.*

The required documentation for each of the effort steps is as follows. Clearly label your documentation by step number.

Step 1: Advertise in at least one (1) trade paper and at least one (1) focus paper. In lieu of this, you may advertise in one (1) approved dual purpose publication. The advertisement shall be at least 14 days prior to the bid due date. It shall contain your company name; a contact name; your address and telephone, the State’s solicitation number, a description of the requested subcontracted goods and/or services, the subcontracted work location(s), the State’s bid due date, and your due date for responding the advertisement(s). Provide a copy of each advertisement. Also provide a list of all responses that you receive, including the business’ name, address, contact person, telephone number, and services offered, as well as noting the date and method of contact.

Step 2: Provide a list of other state and federal agencies and local DVBE organization you contacted to identify DVBEs, the person at each organization with whom contact was made, the telephone number of each organization, and the time(s), date(s), and manner(s) in which contact was made with each organization. Summarize the results of each contact.

Step 3: For each DVBE from which you solicit a bid, indicate the name, address, contact person, and telephone number of the business; the date the solicitation was made; the solicitation method(s) (e.g., by mail, by phone); and the type(s) of services materials, labor, supplies, or equipment for which you solicit a bid. Attain copies of written solicitation used. If solicitations were made via telephone, summarize the content of the solicitation.

Step 4: Provide a list of DVBEs who submitted bids, and indicate for each who reviewed the bid and when. For each DVBE that was not selected to participate in this contract, provide the business rationale for the decision.

B. Nondiscrimination Compliance Statement

All Bidders shall submit a completed Nondiscrimination Compliance Statement (STD 19) form, which is located through www.osp.dgs.ca.gov/StandardForms/Forms+Search.htm.

C. Payee Data Record

The winning bidder shall complete and submit to the awarding agency the Payee Data Record (STD 204), for tax purposes pursuant to California Revenue and taxation Code Section 18646. This form is submitted upon award of the agreement and is located through www.osp.dgs.ca.gov/StandardForms/Forms+Search.htm.

D. Contractor Certification Clauses

The winning bidder shall complete and submit to the awarding agency the completed Contractor Certification Clauses (CCC 307) form. The form can be found through www.ols.dgs.ca.gov/Standard%20Language/default.htm.

Appendix E

Examination Reference Materials

All Exams

Report on Passing Rates of Commission-Approved Examinations for 2003-04 to 2007-08:
<http://www.ctc.ca.gov/reports/exam-passing-rate-FY-2003-04-2007-08.pdf>

Main website linking to the each of the four examination programs' websites:
<http://www.ctcexams.nesinc.com/>

CBEST

Current CBEST Registration Bulletin: <http://www.cbest.nesinc.com>

Current CBEST Automated Information System: (800) 262-5080

Current CBEST website: <http://www.cbest.nesinc.com>

Annual Report on the California Basic Educational Skills Test (CBEST) July 1995-June 1999:
<http://www.ctc.ca.gov/commission/agendas/2000/2000-07.pdf>, click on PERF-1.

CBEST Content Specification Changes and Standard Setting Study:
<http://www.ctc.ca.gov/notices/coded/020004/020004.pdf>

CBEST Test Specifications: <http://www.cbest.nesinc.com>, click on *Test Specifications*

Sample CBEST Questions: <http://www.cbest.nesinc.com>, click on *CBEST Practice Test*

CSET

Current CSET Registration Bulletin: <http://www.cset.nesinc.com>

Current CSET Automated Information System: (800) 205-3334

Current CSET website: <http://www.cset.nesinc.com>

CSET Content Specifications for the Subject Matter Requirement: <http://www.cset.nesinc.com>, click on *Content Specifications*

Sample CSET Questions: <http://www.cset.nesinc.com>

CTEL

Current CTET Registration Bulletin: <http://www.ctel.nesinc.com>

Coded Correspondence 05-0013 (change from CLAD to CTEL examination):
<http://www.ctc.ca.gov/notices/coded/050013/050013.pdf>

Coded Correspondence 10-07 (Implementation of AB 1871 concerning English Learner authorizations): <http://www.ctc.ca.gov/notices/coded/2010/1007.pdf>

Contact telephone number: (916) 928-4002 9:00 a.m.-5:00 p.m. PST, Monday-Friday, excluding holidays (Automated Information system is available 24 hours daily)

CTEL Examination Study Guide: <http://www.ctel.nesinc.com>

RICA

Current RICA Registration Bulletin: <http://www.rica.nesinc.com>

Current RICA Automated Information System: (888) 793-7999

Current RICA website: <http://www.rica.nesinc.com>

Adoption of Content Specifications for the Reading Instruction Competence Assessment (RICA):
<http://www.ctc.ca.gov/commission/agendas/2007-11/2007-11-3D.pdf>

RICA Content Specifications: <http://www.rica.nesinc.com>, click on *Preparation Materials*

Recommended Passing Score Standard for the Revised Reading Instruction Competence Assessment (RICA) Examination: <http://www.ctc.ca.gov/commission/agendas/2009-10/2009-10-agenda.html>, click on Professional Services Committee Item 2B.

SB 2042 Multiple Subject and Single Subject Preliminary Credential Program Standards: Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction
<http://www.ctc.ca.gov/educator-prep/standards/AdoptedPreparationStandards.pdf>

RICA Written Examination Practice Test: <http://www.rica.nesinc.com>

RICA Video Performance Assessment Information Guide: <http://www.rica.nesinc.com>