



WORK STATEMENT

FOR

CONTENT ALIGNMENT STUDIES OF THE

2009 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

FOR GRADE 12 READING AND MATHEMATICS

WITH THE SAT AND ACCUPLACER ASSESSMENTS

OF THESE SUBJECTS

May 1, 2009

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1. INTRODUCTION

The purpose of this procurement is to conduct content alignment studies of the 2009 National Assessment of Educational Progress (NAEP) for Grade 12 Reading and Mathematics with the SAT and ACCUPLACER in these subjects. The goal of these studies is to develop and implement a procedure and analyze the results to evaluate and report the extent to which the grade 12 NAEP is aligned in content and complexity to the SAT and to the ACCUPLACER for the two assessments in reading and in mathematics. A content alignment design has been developed by the Governing Board to guide development and implementation of the procedure. This design document is available at <http://www.nagb.org/publications/design-document-final.pdf>, and is to be used for developing the proposal and implementing the content alignment studies.

2. BACKGROUND

Reporting preparedness is an important new direction for 12th grade NAEP. The Governing Board has engaged many different experts over the past five-plus years to advise this work. The Technical Panel on 12th Grade NAEP Preparedness Research was one such group that met over the course of 18 months and recommended a series of studies that the Governing Board approved for implementation as a program of research on 12th grade NAEP preparedness. *Making New Links: 12th Grade and Beyond* is the final report of the Technical Panel and is available at the following URL:
<http://www.nagb.org/publications/reports-papers.htm>.

Content alignment is one of four types of studies included in the program of preparedness research. The alignment studies are being conducted by the Governing Board as a first step in establishing a trail of validity evidence for reporting preparedness of 12th graders on the NAEP in the two subject assessments of reading and mathematics. The goal is to collect extensive information for evaluating the content overlap between the NAEP and the other assessments for each subject.

The alignment studies will be central to the 12th grade preparedness research. Although different assessments are included in the 12th grade NAEP preparedness research program, the alignment studies must produce comparable information. The Board wants to maximize the information about the content relationship and alignment between NAEP and the other assessments of interest while assuring that the information relating NAEP to other assessments is comparable.

The content alignment design document describes the tasks and procedures to be implemented for each of several content alignment studies. The Technical Panel on 12th Grade Preparedness Research recommended that the Webb methodology, developed by Norman Webb, be implemented for the NAEP alignment studies. The Technical Panel recognized that modifications would be required and suggested that the design document be developed to help ensure standardization across the various studies of NAEP content alignment with other

assessments. Norman Webb developed the design document, and Governing Board staff made several modifications to incorporate recommendations collected through a review process and to provide further clarification of specific features.

3. SCOPE OF WORK

Overview of the Procurement

The goal of the content alignment studies is to ascertain the extent to which the SAT and ACCUPLACER assessments are aligned with NAEP. The Request for Proposals (RFP) is to provide evidence of the ability to implement the alignment studies according to the specifications in the design document. Offerors should address all key points for implementing the content alignment studies between the grade 12 NAEP in each subject and the SAT and ACCUPLACER in each subject.

Four (4) separate alignment studies must be conducted, analyzed and reported. The data collected in the content alignment studies will serve to circumscribe the interpretations of results from subsequent studies in the program of preparedness research planned by the Governing Board to relate NAEP and other assessments through judgmental and statistical studies aimed at producing indicators of preparedness for reporting performance on NAEP.

In addition, one small scale pilot study will be implemented, analyzed, and reported. The primary purposes of the pilot study are as follows:

- Better estimate the amount of time required for each task and refine the agenda;
- Evaluate the appropriateness of the materials for the study;
- Identify the need for adjustments in training and instructional materials and presentations; and
- Identify any other changes that will increase the likelihood of a successful operational study.

The pilot study will include approximately half the number of panelists required for an operational study, and will be implemented according to the design document and according to the plans for the operational study for one of the subjects and one of the assessments. The offeror may choose the subject for the pilot study, but the ACCUPLACER assessment must be used in the study. A small-scale, preliminary alignment study for NAEP and the SAT was conducted at the beginning of 2008 to signal the feasibility of such studies. Because ACCUPLACER is a computer adaptive test, the challenges involved in an alignment study appear greater, and that is the reason for requiring that the pilot include ACCUPLACER.

The tasks included in the scope of work are as follows. A detailed description of each task follows this list.

1. Task 1: Attend in-person planning meeting
2. Task 2: Develop a planning document to include a complete project schedule and a description of key activities for each task
3. Task 3: Implement a pilot study of the content alignment design for either mathematics or reading for the ACCUPLACER with NAEP according to the procedures described in the design document. The number of panelists required for the pilot study is one-half that required for the operational study.
4. Task 4: Implement a full-scale content alignment study for reading and mathematics assessments of the SAT and NAEP and the ACCUPLACER and NAEP.
5. Task 5: Prepare a final report documenting the work undertaken and report results of the pilot study and content alignment studies.

3.1 Procurement Tasks

The contractor shall carry out the tasks described below and propose creative, effective, and cost-efficient approaches to accomplish the goals of this procurement.

Task 1: Attend In-Person Planning Meeting

Within one week of the contract award, the contractor's project director and any other key project staff identified in the contractor's technical and business proposals shall meet in person in Washington, DC at the Governing Board offices with the Governing Board's Contracting Officer (CO), Contracting Officer's Representative (COR), and other Governing Board staff.

The purpose of the meeting will be to identify the roles and responsibilities of Board staff and contractor staff; to review and discuss proposed contract work; and discuss aspects of contract management such as submission of reports, deliverables, and invoices, and establish communication procedures.

Within five working days following this meeting, the contractor shall submit a written report (in Microsoft Word 2007) to the CO, with a copy to the COR, documenting agenda items discussed at the meeting and highlighting outcomes agreed upon by both parties.

Task 2: Develop a Planning Document

A well organized and coordinated project is essential. Based on the schedule of activities discussed and the agreements reached at the initial meeting (Task 1), the contractor shall prepare and provide to the CO, with a copy to the COR, a Planning Document which outlines by task, as well as chronologically for the contract period, each activity to be performed under this procurement in a level of detail that allows Board staff to schedule and coordinate other studies in the 12th grade preparedness research program. It is anticipated that most of information to be provided in this document will have been included in the bidder's technical proposal, but the details may be adjusted as a result of additional information provided in the initial meeting with Governing Board staff. This Planning Document shall also serve as a monitoring document for keeping the contract on schedule. The Planning Document shall be submitted within 20 calendar

days of the award of the contract. Two printed copies of the Planning Document will be submitted with one copy in electronic format in Microsoft Word 2007.

Task 3: Implement Pilot Content Alignment Study

A small-scale pilot study shall be implemented using the exact procedures included in the design document for the operational content alignment study. The pilot study shall produce data to analyze the content alignment of ACCUPLACER and NAEP in either reading or mathematics. In addition, the pilot study experience and data collected may result in recommended modifications to the procedures and logistics for the operational studies.

The pilot study shall include replicate panels, but the number of panelists for each may be half that required for the operational alignment studies. The criteria for recruitment and selection of panelists included in the design document shall be implemented for recruitment and selection of panelists for the pilot study.

Task 4: Implement Content Alignment Studies

A content alignment study shall be implemented for NAEP and the SAT in both reading and mathematics and for NAEP and the ACCUPLACER in both reading and mathematics. Each study shall be implemented according to the design document developed for this purpose (available at <http://www.nagb.org/publications/design-document-final.pdf>). Recommended modifications to the design that are approved by the Governing Board shall be incorporated in the implementation procedures for the operational alignment studies.

Recruitment and selection of panelists shall be implemented according to the requirements included in the design document and any recommended modifications approved by the Governing Board.

Task 5: Prepare Final Reports for the Pilot Study and Content Alignment Studies

Reports to be produced for this project are described in the design document. An interim report shall be produced based on the analysis of the alignment between the NAEP framework and test specifications and the test specifications and other pertinent documents for the SAT and ACCUPLACER for each subject test. More information about this report is provided in Task 4 of the design document.

A comprehensive report shall be prepared for each alignment study and presented as a separate report. More details regarding the reports are provided in the “Reports” section of the design document. For each report, a draft shall be presented to the COR for review and recommended changes. The COR shall have at least 15 working days to review each document and provide recommendations. The contractor shall then have 15 working days to make edits and deliver a final version of the report. Two copies of each comprehensive report shall be delivered to the Governing Board, along with one document for each report delivered in electronic format in Microsoft Word 2007.

3.2 Schedule of Project Deliverables

The following schedule provides a summary of the major project deliverables and the due dates for each deliverable.

DELIVERABLE	DUE DATE
Task 1: Report Summarizing Planning Meeting	Five working days after the meeting
Task 2: Planning Document	Within 20 working days after the contract award
Task 5: Report Results of Procedures <ul style="list-style-type: none"> ▪ Interim reports for alignment of documents for each alignment study (total of 4 as described in the design document) ▪ Report on pilot study ▪ Comprehensive report on reading content alignment study for NAEP and SAT ▪ Comprehensive report on mathematics content alignment study for NAEP and SAT ▪ Comprehensive report on reading content alignment study for NAEP and ACCUPLACER ▪ Comprehensive report on mathematics content alignment study for NAEP and ACCUPLACER 	Dates to be determined at meeting under Task 1
Monthly Reports	15 th of the month

3.3 Monthly Reports

The contractor is required to communicate regularly with the COR to make certain that the CO and COR are up-to-date on all activities for the project. The contractor shall submit **monthly progress reports**, summarizing contractual activities for the duration of the project. Monthly progress reports shall describe major tasks and accomplishments, problems (if any) and suggested solutions, significant activities and events, outline decisions that may be needed from the Board, and plans for the next reporting period. These progress reports shall be submitted by the fifteenth day of the month (or on a specified date agreed upon by the CO and the contractor). The CO, through the COR, shall respond within five calendar days to each monthly progress report with any technical direction or re-direction that may be warranted in order to carry out Board policy and direction.

3.4 Invoice Submission

The contractor shall submit invoices based on a fixed price progress payment schedule determined at contract award, in accordance with the Schedule of Project Deliverables, Section 3.2 of this Statement of Work.

4. INSTRUCTIONS TO OFFERORS

4.1 Organization and Content of the Technical and Business Proposals, and Past Performance Report

Offerors are required to follow the proposal format and content suggestions detailed in this section and in Section L of the solicitation. Each offer shall consist of three separately packaged proposals: a technical proposal, a business proposal, and a past performance report as described in detail below.

4.1.1 Technical Proposal

All information necessary to judge the technical soundness and the management capabilities of the offeror will be contained in the technical proposal. The technical proposal shall not exceed 60 pages, 8.5” by 11” paper, double-spaced, in 12-point font. Resumes and other supporting material may be provided in appendices and should not exceed 30 pages. The technical proposal must not contain reference to specific costs, but resource information may be included so that the offeror’s understanding of the scope of the work may be evaluated. The technical proposal shall be organized as follows:

Table of Contents

The Table of Contents will outline the contents of the proposal and identify authors of the various sections of the proposal, if applicable.

Introduction and General Approach

The Introduction and General Approach shall describe the offeror’s overall understanding of the Scope of Work required by the Governing Board. A summary of the offeror’s qualifications and unique strengths related to project tasks outlined in the Scope of Work (Section 3) may be presented in this section. An overview of the general plan to accomplish the work and the rationale for the proposed approach will be provided. The offeror is encouraged to demonstrate an understanding of effective quality control, security, and cost saving strategies.

Technical Work Plan

The technical work plan shall provide a detailed discussion of how each task outlined in Section 3 of this document will be accomplished. The plan should include a discussion of procedural and implementation issues related to completing each task.

Management Plan

The management plan will describe how work will be accomplished for each task and will identify staff members who will play a major role in task completion. A successful project requires an effective management system that enables the contractor to complete tasks on schedule and within budget. The system shall include procedures for coordinating and controlling project personnel and tasks; ensuring adherence to schedules and deadlines; ensuring high quality products and outcomes; identifying potential problems early; maintaining close, effective communication with the COR; and accounting for and controlling project expenditures. Offerors must verify the resources and technology, in-house and through outside consultants or subcontractors, if necessary, to undertake tasks detailed above.

Offerors will identify a single person as Project Director to provide leadership and direction to the contractor's project staff. The Project Director shall serve as the contractor's primary contact with the Governing Board. All personnel, including subcontractor staff and consultants (if any), shall be identified and their positions in the contract's management structure detailed in a staff organization chart. This chart shall depict clear lines of authority and responsibility for all persons involved in the conduct of this project. Due to the number of presentations and written reports associated with this project, strong communications skills are essential. Writing samples (not to exceed 5 pages) for the proposed Project Director and other key staff involved in report preparation and presentation should be submitted in an appendix to the technical proposal.

Related Experience of Proposed Staff

This section of the technical proposal shall identify proposed staff and their educational background and expertise relevant to the proposed work. To plan, conduct, and complete the work successfully, offerors shall propose staff with the following knowledge and experience:

- Experience in implementing content alignment studies;
- Effective oral and written communication skills for presentations to panelists and Governing Board;
- Experience in developing and implementing quality control measures;
- Experience in developing and implementing security procedures for test materials.

Vitae of proposed staff shall document the educational background, knowledge, skills, abilities, and experience relevant to proposed tasks. The proposed Project Director must have demonstrated project management skills that include successful project planning and execution, with effective contingency planning. Successful oversight for project cost controls is essential to the contract. The Project Director and other key staff must have demonstrated ability to meet deadlines and produce high quality products within budget. The Project Director will communicate frequently with the COR and will play a lead role in project oversight. Changes or substitutions of the key personnel will require written advance approval by the Contracting Officer.

Related Organizational Experience

The Related Organizational Experience section shall describe the offeror's past experience in content alignment studies. This should include a summary of bidder's general qualifications to carry out required tasks and fulfill statement of work, including additional firm personnel and resources beyond those of the designated account project director.

In addition, the organization undertaking the work must demonstrate:

- Low staff turnover
- High quality control standards
- Adherence to budget limitations
- Responsiveness to the procurement project director
- Timeliness and acceptability of project deliverables

The Past Performance Report to be submitted is detailed in Section 4.1.3 below.

4.1.2 Business Proposal

The Business Proposal will contain all information related to the determination of the costs associated with the overall project as well for each task. While the proposed contract will be Firm Fixed Price contract, cost detail is requested for a better understanding of proposed costs. It shall include detailed labor cost information reported *by project as well as by task* for all staff, consultants, and subcontractors assigned to work on the contract. In addition, the cost of labor per hour shall be provided by task for each staff assigned to work on the contract. Other costs such as airfares, lodging, office supplies, and reproduction costs should be separately identified by task and detailed assumptions for proposed costs shall be provided. Offerors shall budget lodging and meal costs at government per diem rates posted on www.gsa.gov.

Section L of the solicitation provides additional information for preparation of the Business Proposal.

4.1.3 Past Performance Report

The offeror shall also provide a Past Performance Report as part of the technical response to the Statement of Work. Section L of the solicitation provides information on the requirements for the Past Performance Report.

This report shall consist of short abstracts of related work, for four previous projects completed during the past three years that identify clearly both the names of staff members who were participants and the name, current affiliation, and current telephone number of the sponsor's project officer. These project officers may be asked to report their experience with the bidder on relevant projects with regard to the size, problems (if any), cost overruns (if any), responsiveness, flexibility, and project quality. A form for filling in the Past Performance Report is provided as Attachment B to this document.

4.2 Use of Subcontractors

Proposals may include plans to subcontract parts of the work, provided evidence is presented that the proposed subcontractor has agreed to participate and is fully capable of performing the assigned tasks and that the offeror will have effective control of the subcontractor's work on the project. Offerors are encouraged to make use of subcontractors for specialized tasks where subcontractor expertise would strengthen the offeror's proposal. Contracts that include subcontractors shall be executed in accordance with the requirements of the prime contract, which is proposed as a Firm Fixed Price contract. For each task that is bid with a subcontractor, the subcontractor shall also submit detailed cost proposals adhering to similar requirements described in the RFP. Such proposals may, if the contractor desires, submit the cost proposals separately to the Governing Board.

4.3 Period of Performance

The period of performance will be 12 months and may be extended based on work requirements and fiscal year funding availability.

ATTACHMENT B: PAST PERFORMANCE REPORT

U.S. Department of Education

CONTRACTOR PERFORMANCE INFORMATION		
Contractor Name and Address (Identify Division)		1. Contract Number:
		2. Type of Contract:
		3. Contract Value (Current plus any unexercised options): \$
(Please correct the above as needed.)		4. Period of Performance (including any option periods):
5. Description of Requirement:		
6. Ratings. Summarize contractor performance and circle or type in the number below that corresponds to the performance rating for each category. Please see the attachment, which explains the rating scale.		
Quality:	0 1 2 3 4	Comments:
Problem Resolution:	0 1 2 3 4	Comments:
Cost Control:	0 1 2 3 4	Comments:
Timeliness:	0 1 2 3 4	Comments:
Business Relations:	0 1 2 3 4	Comments:
Customer Service:	0 1 2 3 4	Comments:
7. Total score:		

Evaluated by:

Agency/Organization _____ Date _____

(In accordance with the Federal Acquisition Streamlining Act, the following information will not be released to the contractor.)

Name and Title:

Telephone Number:

Signature:

E-Mail Address:

Please return this form to the following address:

U.S. Department of Education
National Assessment Governing Board
800 North Capitol Street, NW
Suite 825
Washington, DC 20002-4233

Or e-mail to: Stephen.Swearigen@ed.gov
Or fax to: [202-357-6945](tel:202-357-6945)
Attn: [Stephen Swearigen](#)
RFP # **ED-NAG-09-R-0005**

SOURCE SELECTION INFORMATION—SEE FAR 3.104

Information entered on this form will be used in source selection decisions and is protected under subsection 3.104 of the Federal Acquisition Regulation. Do not disclose information entered on this form to the contractor or to any other person except as authorized by the Department of Education contracting officer.

Supplementary Questions

To assist the Department of Education contracting officer, we would greatly appreciate your taking the time to answer the following questions, if any, related to the contractor's past performance:

Contractor Performance Evaluation

Instructions for Completing Contractor Performance Information Form

Based on the rating area elements presented below and the rating guidelines on the back of this sheet, please evaluate contractor performance in each of the rating areas. On the “Contractor Performance Information” form, circle (or type in the “Comments:” area) the rating from 0 to 4 that most closely matches your evaluation of the contractor’s performance. Please add written comments for each rating. If you wish, you may attach additional comments or information. We would also appreciate your answers to the specific questions, if any, on the back of the form. Please return the form to the address indicated on the back of the form. Thank you for your time and your cooperation.

The Department of Education will use the information from this form to evaluate offerors competing for contract awards. We may release the information from this form to the contractor during negotiations or debriefings. If we release information from this form, we will not release your name to the contractor.

Elements within Each Rating Area

Quality of Product or Service

- Compliance with contract requirements
- Accuracy of reports
- Appropriateness of personnel
- Technical excellence

Problem Resolution

- Anticipates and avoids or mitigates problems
- Satisfactorily overcomes or resolves problems
- Prompt notification of problems
- Pro-active
- Effective contractor-recommended solutions

Cost Control

- Within budget
- Current, accurate and complete billings
- Costs properly allocated
- Unallowable costs not billed
- Relationship of negotiated costs to actual
- Cost efficiencies

Timeliness of Performance

- Meets interim milestones
- Reliable
- Stays on schedule despite problems
- Responsive to technical direction
- Completes work on time, including wrap-up and contract administration
- No liquidated damages assessed

Business Relations

- Effective management
- Use of performance-based management techniques
- Business-like concern for the customer's interests
- Effective management and selection of subcontractors
- Effective small/small disadvantaged business subcontracting program
- Reasonable/cooperative behavior
- Effective use of technology in management and communication
- Flexible
- Minimal staff turnover
- Maintains high employee morale
- Resolves disagreements without being unnecessarily litigious.

Customer Service

- Understands and embraces service and program goals
- Team approach with the customer
- Satisfaction of end users with the contractor's service
- Positive customer feedback
- Prompt responses
- Courteous interactions
- Effective escalations and referrals
- Initiative and proactive improvements
- Creative service strategies

Quality of Product or Service

- 0 – Unsatisfactory Nonconformance jeopardizes the achievement of contract goals; default.
- 1 – Poor Nonconformance requires major agency intervention to ensure achievement of contract goals; show cause or cure notices.
- 2 – Fair Quality meets specifications in most cases, however, some agency intervention required to ensure achievement of contract requirements.
- 3 – Good Quality meets specifications in all cases.
- 4 – Excellent Quality exceeds specifications in some cases.

Problem Resolution

- 0 – Unsatisfactory Inadequately resolved problems jeopardize contract goals.
- 1 – Poor Significant agency intervention required to resolve problems jeopardizing contract goals.
- 2 – Fair Some agency intervention required to resolve problems jeopardizing contract goals.
- 3 – Good Successfully overcomes or resolves all problems and achieves contract goals with minimal agency intervention.
- 4 – Excellent Anticipates and avoids most problems and successfully overcomes all unforeseen problems.

Cost Control

- 0 – Unsatisfactory Cost increases jeopardize achievement of contract goals; or billings routinely include unallowable costs.
- 1 – Poor Significant cost increases; or some inaccurate billings including some with unallowable costs.
- 2 – Fair Minor cost increases; or some inaccurate billings, but a minimal (1-2) number with unallowable costs.
- 3 – Good Contractor performed within costs; but some late billings, none with unallowable costs.
- 4 – Excellent Costs were less than the amount cited in the contract; and billings accurate and timely.

Timeliness of Performance

- 0 – Unsatisfactory Delays jeopardize the achievement of contract goals.
- 1 – Poor Other significant delays.
- 2 – Fair Minor delays.
- 3 – Good All deliverables on time.
- 4 – Excellent All deliverables on time with some ahead of schedule; or stays on schedule despite unforeseen circumstances.

Business Relations

- 0 – Unsatisfactory Unethical or illegal business practices.
- 1 – Poor Business practices are not attuned to customer support.
- 2 – Fair Business practices are somewhat attuned to customer support.
- 3 – Good Business practices focus on customer support.
- 4 – Excellent Highly effective, proactive business practices focused on customer support.

Customer Service

- 0 – Unsatisfactory Response to service requests is routinely late, ineffective, or rude; customers express frustration or anger about many interactions; complaints are unresolved; contractor seems unaware of service issues.
- 1 – Poor Response to service requests is often late, ineffective or rude; some complaints are resolved.
- 2 – Fair Response to service requests is uneven in timing or effectiveness; customer interactions are tenuous; contractor is trying hard and understands service issues.
- 3 – Good Response to service requests is timely, effective and courteous; customers express positive feedback; delivery of service is smooth and organized; collects customer feedback; customer problems are resolved well.
- 4 – Excellent Highly effective, focused on customer support and satisfaction.