

Exhibit 1 – Requirements and Specifications

1. Scope of Work

The supplier is to state in its response any experience it has with each requirement and exactly how it plans to comply with all requirements of this section, providing detailed information and stating affirmatively its understanding of the requirements.

- 1.1. The Bidder must include an English language proficiency assessment that aligns to English language development standards, which must be provided by the Bidder.
- 1.2. The Bidder must include web accessibility aligned to the most up-to-date Web Content Accessibility Guidelines (WCAG 2.1 or higher as updates are released) on all assessments. All items shall be brought up to date with accessibility guidelines specified in this document. This includes, but is not limited to, guidelines regarding color, contrast, image backgrounds, and text to speech capabilities (including in tables and images). If the revisions are significant enough to cause psychometric concerns of operational items, the SDE and the Bidder shall work to resolve the concerns. This may involve field-testing or validation studies. Examples include data tables, labels, and graphs that are text based and readable by a screen reader. Artwork shall be revised to be fully compliant. In cases where existing art or other assessment components, resources, and other documents, etc., are not compliant, the Bidder shall provide a timeline and process for bringing items up to compliance.
- 1.3. The Bidder will provide an English language proficiency screener assessment for grades K-12 offered in both online and paper formats as well as a score-reporting file and reporting mechanism to be utilized by the Oklahoma State Department of Education as part of its English learner identification process.
- 1.4. The Bidder will provide an alternate English language proficiency screener assessment for grades K-12 English learners with the most significant cognitive disabilities offered in both online and paper formats as well as a score-reporting file and reporting mechanism to be utilized by the Oklahoma State Department of Education as part of its English learner identification process.
- 1.5. A plan must be provided to conduct a 3rd party concordance study to demonstrate alignment of the English language proficiency assessment to the English language development standards (provided by vendor). A plan must be provided for the same alignment of the alternate English language proficiency assessment to the alternate English language development standards (provided by vendor). If alternate English language development standards and/or alternate English language proficiency assessment are not available, describe in detail the plan (with timeline) for its development and implementation. A plan must be provided to conduct a 3rd party concordance study to demonstrate alignment of the English language development standards to the Oklahoma Academic Standards for Peer Review purposes. In the

instance where this is not doable, provide a list of potential alternatives for the state to pursue to meet this requirement.

- 1.6. Develop professional development offerings for family involvement in individualized education programs (IEPs) development, family rights in special education, and partnering with families. Deliver professional development on topics within the scope of work and expertise of assessing and instructing English learners. Professional development will be provided in face-to-face, synchronous virtual, and asynchronous delivery formats.
- 1.7. Develop permanent product resources and materials for technical assistance in Multi-Tiered Systems of Support, including a resource library for additional/supplemental professional development and instructional/intervention protocols for special education teachers.

2. Performance Activities

The supplier is to state in its response any experience it has with each activity and exactly how it plans to complete all activities of this section, providing detailed information and stating affirmatively its understanding of the activities.

2.1 Assessment

- 2.1.1. Oklahoma State Department of Education will require one (1) online English language proficiency assessment form per year for each English learner at each individual grade (K–12) or each grade band (e.g., K, 1, 2–3, 4–5, 6–8, 9–12).
- 2.1.2. Bidder must provide an online and paper (as necessary) version of the screener/placement test for each grade/grade band for the four (4) domains of Listening, Speaking, Reading, and Writing. Optimally, the online screener/placement test should be adaptive. The online screener assessment must be available by July 1, 2024, with trainings available for SEA test coordinator, district test administrators and district and site test coordinators by July 1, 2024. Moving forward trainings must be available on demand.
- 2.1.3. Bidder must produce a paper English language proficiency assessment and screener in Braille in the four (4) domains of Listening, Speaking, Reading, and Writing for students with visual disabilities who require a braille assessment.
- 2.1.4. Bidder must produce a paper English language proficiency assessment and screener in large print in the four (4) domains of Listening, Speaking, Reading, and Writing for students with disabilities who are sight impaired and require a large print assessment.

- 2.1.5. The Oklahoma State Department of Education will require one (1) alternate English language proficiency assessment and screener per year for each English learner with significant cognitive disability at each individual grade (K–12) or each grade band (e.g. K, 1, 2–3, 4–5, 6–8, 9–12). Oklahoma has approximately 900 English learners with significant cognitive disability across grades K–12.
- 2.1.6. Bidder must produce an online and paper (as necessary) English language proficiency assessment and screener in the four (4) domains of Listening, Speaking, Reading, and Writing supportive of augmentive devices for students with disabilities who are hearing impaired.
- 2.1.7. Bidder must provide an online and paper (as necessary) version of the alternate screener/placement test for each grade/grade band for the four (4) domains of Listening, Speaking, Reading, and Writing for students with significant cognitive disabilities. Optimally, the online screener/placement test should be adaptive.
- 2.1.8. If an alternate English language proficiency assessment and/or an alternate English language proficiency screener/placement test are/is not available, describe in detail the plan (with timeline) for its development, field testing, and implementation.
- 2.1.9. Bidder must provide documentation of test blueprints that provide detail of technical quality, measure the depth and breadth of the English language development standards, and that would support the interpretations and uses of the language proficiency results.
- 2.1.10. Bidder must provide documentation that the English language proficiency assessments are tailored to the knowledge and skills included in the English language development standards and reflect inclusion of the range and frequency of occurrence of cognitive complexity and difficulty reflected in the standards.
- 2.1.11. Bidder must provide documentation that reasonable and technically sound procedures are used to develop test items.
- 2.1.12. Bidder must provide proficiency level descriptors (PLD) by grade level and proficiency level for both the English language proficiency assessment and the alternate English language proficiency assessment and screener. If alternate PLDs are not available, describe in detail the plan (with timeline) for its development and implementation.

- 2.1.13 Bidder must outline a plan for sufficient test form rotation to prevent over-exposure to both test forms and test items.
- 2.1.14. Bidder must provide recommended accommodations by domain based on federal and state guidelines. Accommodations must align, as appropriate, with the [Oklahoma State Testing Program English Learner Accommodations Manual](#).
- 2.1.15. The Bidder must offer Online Practice Tests available year-round for each grade cluster. The Bidder shall produce online practice tests to familiarize students and administrators with the system and help districts test their systems. The practice tests should consist of approximately 20 items including multiple-choice and other item types of representatives of the live tests covering each of the four domains. The percentage of domains assessed should be reflective of the English language proficiency assessment. Previous practice test items may be used the first contract year with each subsequent year replacing 20% of the items. The practice tests must incorporate the identical features as the secure test, including audio capabilities, and universal tools for accessibility and accommodations. Examples include the same voice for text to speech, magnifying tools, etc.
- 2.1.16. The practice tests should be available year around and refreshed for schools by August of every year. Practice tests should contain a tutorial of the online tools, test navigation, and the review screen. The proposal will describe the Bidder’s plan and timeline for producing the tutorial and implementing the online practice tests and specify minimum browser requirements.

3. Test Administration

- 3.1. The first administration of the Oklahoma English Language Proficiency Assessment, grades K–12, in the four (4) domains of Listening, Speaking, Reading, and Writing must be delivered online in early January 2025. Bidder must propose an online web-based system that will efficiently and securely deliver the tests by computer to all schools throughout the state.
- 3.2. For special accommodation requests from districts, sealed and serialized paper copies of online tests will be sent directly to District Test Coordinators (DTCs). The contractor will produce paper copies of the online test forms for use in special accommodation situations or in instances of technological problems that prevent online delivery.

4. Support Materials and Training

- 4.1. Provide professional learning support related to English language instruction, acquisition, and achievement.
- 4.2. For both the English language proficiency assessment and the alternate English language proficiency assessment components, the following support materials (manuals, guides, ancillaries) used with the test administrations must be developed, annually revised, and delivered by the Bidder. Manuals shall be available to schools a minimum of 3 weeks before test administration begins.
- 4.3. Test Coordinator Manual for District Test Coordinators and School Test Coordinators will be prepared annually in electronic format. This manual will contain detailed information regarding the following:
 - 4.3.1. Registering students and assigning students to test sessions;
 - 4.3.2. Tasks to complete before, during, and after testing;
 - 4.3.3. Delivery and inventory procedures for accommodated test materials;
 - 4.3.4. Handling secure and non-secure accommodated testing materials;
 - 4.3.5. Ensuring system readiness for test administrations;
 - 4.3.6. Providing appropriate test accommodations for special population students; and
 - 4.3.7. Appropriate steps for closing test administrations.
- 4.4. Test Administration Manual (TAM) will be prepared and revised annually. The Successful Bidder will submit the test administration manual to the Oklahoma State Department of Education for approval prior to online delivery.
- 4.5. Provide a report interpretive guide to assist teachers, administrators, and parents in interpreting assessment results will be submitted to the Oklahoma State Department of Education in electronic format for posting on the Office of English Language Proficiency webpage.
- 4.6. The instructions in these manuals will be presented in a user-friendly manner and include graphics and visual aids to illustrate the steps that must be followed. The guides will specify how and why the detailed instructions are critical for the accurate and timely return of test results. Test administration manuals and trainings should include consistent, standardized procedures for the administration of the assessment, including administration with accommodations.

- 4.7. If the Bidder has an administration manual or report interpretation guide, these guides should be included with the sample materials for this proposal.
- 4.8. The Bidder must provide additional resources including (but not limited to) Proficiency Level Descriptors for each language proficiency level at each grade level, Teacher Resource Guides, and resource materials for English learners for each language proficiency level at each grade level that align to the English language development standards.
- 4.9. The Bidder must provide additional resources including (but not limited to) proficiency level descriptors for each language proficiency level at each grade level, teacher resource guides, and resource materials for English learners with significant cognitive disabilities for each language proficiency level at each grade level which align to the alternate English language development standards.
- 4.10. Training (face-to-face and/or virtual, recorded on-line webinars and/or learning modules) and support for the assessment must be provided by the Bidder to district test coordinators (DTCs), building test coordinators (BTCs), test administrators (TAs), district EL coordinators, district special education directors, federal program directors, and district technology coordinators for the assessment component. The following support and training are required:

5. Technology Training:

- 5.1. Technology Coordinator Training sessions must be provided to district IT personnel on the setup, operation, and features of the online system for participating schools. It must include training on the physical and electronic security of assessments, system requirements for implementing the online assessment, and troubleshooting of technology issues at the school or district site. Training must include a visual as well as oral presentation and may include other types of interactive technology. The technology training sessions shall be recorded and archived as a potential future training or reference resource. This training will occur 5-8 weeks prior to the opening of the testing window.
- 5.2. English language proficiency assessment Online Training: This training will be for the district personnel that will focus on operating the online assessment portal for ordering materials, setting up test sessions, accessing testing documents, and reports for the online test administration. This training will occur 4-6 weeks prior to the opening of the testing window in the first year, and then on-demand.
- 5.3. English language proficiency assessment Paper-Based Testing Training: This training will be provided in addition to the English language proficiency assessment Online Training to train district personnel to administer paper-pencil versions of the English language proficiency assessment and screener including those for accommodations. This training will occur 4-6 weeks prior to the opening of the testing window in the first year, and then on-demand in subsequent years.

- 5.4. Screener assessment administration training must be available July 1, 2024 and subsequently on-demand.
- 5.5. Professional Development of Curriculum Materials: Two training sessions will be provided to district/school personnel on curriculum/instruction related training as outlined below.
- 5.6. English language development standards and assessment training will include the following topics.
 - 5.6.1. Understanding and unpacking the English language development standards;
 - 5.6.2. Utilize strategies for implementing instruction aligned to the English language development standards;
 - 5.6.3. Align resources to the English language development standards for use in the general education classroom; and
 - 5.6.4. Support English learners in the special education setting and general education classroom.
- 5.7. Reporting and English language proficiency assessment results interpretation training will include the following topics.
 - 5.7.1. Understanding the English language proficiency assessment student reports and other resources available from the successful Bidder;
 - 5.7.2. Instructional strategies to support English learners and English learners with severe cognitive disabilities in the elementary, middle, and secondary grades who are at different language proficiency levels;
 - 5.7.3. Effectively read and interpret student and district reports to determine the instructional needs of the student; and
 - 5.7.4. Utilize the developed resources to improve student outcomes.
- 5.8. Attendance and participation for all training must be tracked by the successful Bidder. A copy of the final attendance/participation roster with completed participant signatures (actual or electronic) must be delivered to the designated EL program coordinator in the Office of English Language Proficiency within five (5) business days after the last date of the event.
- 5.9. The Successful Bidder shall work with the Oklahoma State Department of Education staff detailing the content of all training sessions prior to the delivery. The Bidder shall describe its plan to create the materials for each training session and webinar providing the Oklahoma State Department of Education with at least

three (3) weeks to preview the materials and make any necessary changes to be incorporated into the training materials before they are to be used.

- 5.10. The Successful Bidder must include in its proposal a detailed plan of action and timeline that describe how and when each of the training and support tasks will be accomplished based on the information provided in this RFP. Bidders may also include other beneficial training materials in their response such as e-learning modules and online tutorials for users.
- 5.11. The Successful Bidder shall be mindful of and ensure the provision of all facility and training accommodations that are required by the Americans with Disabilities Act of 1990 and with Web Content Accessibility Guidelines (WCAG 2.1 or higher
- 5.12. The state is interested in using technology to the best extent possible; therefore, other types of technology-based assistance for students and/or school personnel (such as training videos, online testing training, electronic materials, automated online practice tests, etc.) shall be proposed by the Bidder for delivery to schools.
- 5.13. A knowledgeable and appropriate representative of the Bidder will be asked to participate in biannual District Test Coordinator training for the first two (2) years of the program and should be prepared to do so in subsequent years of the contract if asked to do so. The Oklahoma State Department of Education Office of English Language Proficiency personnel, in conjunction with the Successful Bidder's program manager or representative, must develop a Microsoft® PowerPoint® presentation for the District Test Coordinator training sessions twice a year. The presentations will provide program information and updates on the Spring annual English language proficiency assessment and alternate English language proficiency assessment administrations.
- 5.14. Shipping

- 5.14.1 All paper test materials, Individual Student Reports, and Student Record Labels must be sent to the shipping address for the respective districts with a brightly colored label on the shipping box stating:

ATTENTION: DISTRICT TEST COORDINATOR
SECURE ENGLISH LANGUAGE
PROFICIENCY/ALTERNATE ENGLISH LANGUAGE
PROFICIENCY TEST MATERIALS

6. Customer Support

- 6.1. Bidders should respond to the requirements below with the understanding that it is the Oklahoma State Department of Education's expectation that technical and logistical support will be provided in a responsive manner that minimizes school personnel and student burden, disruption, and inconvenience.
- 6.2. The Successful Bidder will provide a toll-free customer service number and a trained customer service representative (Program Coordinator) who is dedicated to this project. The customer service representative must be available to Oklahoma State Department of Education staff to ask questions. Additionally, technical assistance hours need to be provided to the state for feedback and support on larger state-initiated projects.
- 6.3. Available vendor Help Desk and vendor Technical Support Desk that will respond to e-mail or telephone queries from teachers and administrators, depending on area of inquiry. The hours of operation must cover 7:00 a.m.– 5:00 p.m. Central Time (CT) on Monday-Friday during the operational test dates. Vendor must respond to queries within one (1) business day or less. Sufficient staff shall be available, so phone wait time is minimized and does not exceed 3 minutes.
- 6.4. When customer service staff are not available to take a call due to being outside of service hours, callers will be allowed to leave messages, and their calls will be returned within one (1) business day or less.
- 6.5. Detailed call/e-mail logs must be compiled into one (1) Microsoft Excel spreadsheet file and delivered to the designated ELPA program director in the Office of English Language Proficiency within ten (10) business days after the last day of the operational test. Call/e-mail log information should include caller/e-mailer name, district, school, date and time of incoming call/email, summary of issue, resolution, and date and time of resolution. This electronic record shall be in a format (e.g., a database) so that the Oklahoma State Department of Education may sort by district, school, date, etc. Among other information, this will allow the Oklahoma State Department of Education to determine the frequency of issues that arise before, during, or after assessments. The electronic record will also be used to produce a frequently asked questions (FAQ) document and/or to inform future trainings.
- 6.6. The Successful Bidder shall notify the Oklahoma State Department of Education of any communication with the field regarding urgent or sensitive issues. All communications must first be approved by the OSDE ELPA program director.
- 6.7. The Successful Bidder's customer service staff may initiate e-mail communication to inform the district test coordinators of approaching deadlines, deliverables, webinar information, etc.; however, the OSDE ELPA program director must be copied on all e-mail communication between the contractor and the districts.

Simultaneously, all written communication must first be approved by the EL program coordinator.

7. Processing, Scoring, and Reporting

- 7.1. Bidder must provide to the designated EL program coordinator in the Office of English Language Proficiency the electronic file format for the upload of the pre-id student file and the final data master file by or before July 1st annually.
- 7.2. Vendor will process and score all domains of the English language proficiency and alternate English language proficiency assessments on or before May 25th annually.
- 7.3. Bidder will process and score the English language proficiency assessment and alternate English language proficiency assessments and screeners/placement tests.
- 7.4. The Bidder must document a system to identify and notify the Oklahoma State Department of Education of any disturbing responses from students.
- 7.5. The Selected Bidder shall describe their plan for accomplishing all tasks related to resolution of data errors and quality control. The Bidder should provide a report of districts that have not started testing throughout the assessment window.
- 7.6. Bidders will describe how they will implement and utilize check-in procedures for the receipt of paper-based materials that meet the requirements necessary to provide effective control and accounting of materials. Paper copies will only be needed for students who require this accommodation, needed for lack of keyboarding skills or district technological inability to deliver online assessments.
- 7.7. The Selected Bidder will send to the Oklahoma State Department of Education a "Preliminary Missing Materials" report within 15-business days after the end of the testing window. A final report is due within 25-business days after the end of the testing window for each assessment.
- 7.8. The Bidder must provide English language development and alternate English language development achievement standards: The Bidder must have cut scores for every grade/grade band, content domain/language domain, and/or composite for which proficiency-level scores are reported. The Bidder is responsible for any processes, studies, or meetings necessary for the establishment of cut scores.
- 7.9. Per federal regulation, if an English learner cannot be assessed in one (1) or more English language proficiency assessment domains due to a disability, and there is no appropriate accommodation, then the student's English language proficiency will be based on the domains that can be assessed. Bidder must explain the calculations required to meet this requirement and how it will include the disability exemption in the final master data file submitted to the state and in the respective district, school, and student reports.

- 7.10. The Individual Student Report, Parent Report, and Teacher Report must include (at a minimum) the scale score and proficiency level for each domain tested: Listening, Speaking, Reading, and Writing. Preferably, student reports should be provided in an understandable and uniform format and written in a language that the parents and guardians can understand. Additionally, if requested by a parent who is an individual with a disability, reports must be provided in an alternate format accessible to that parent.
- 7.11. Appeals Process: If a district contests a student's score, each domain must be re-scored by hand rather than computer. The rescore will be at the expense of the district if no error is found. If a scoring error is found, the Bidder will bear the cost of the rescore and will reprint the student's Proficiency Report and provide it to the district.
- 7.12. Bidder will provide a documented report of the scoring process, including scorer drift studies for hand scored material, both for internal consistency in the annual Technical Report.
- 7.13. The following reports must be included in the online reporting system. The online reporting system must adhere to accessibility, accommodations, and language criteria as described in this document:
 - 7.13.1. Individual Student Report (Student Proficiency Report)
 - 7.13.2. Student Cumulative Record Label
 - 7.13.3. Parent Report
 - 7.13.4. School Roster Report
 - 7.13.5. School Summary Report
 - 7.13.6. District Roster Report
 - 7.13.7. District Summary Report
 - 7.13.8. State Report (by district by grade by proficiency level)
 - 7.13.9. Longitudinal Growth Report
 - 7.13.10. Electronic data file must be downloaded (via a secure site) to the designated program coordinator in the Office of English Language Proficiency.
 - 7.13.11. Translated Student Reports and Parent Reports should be available (online) in a variety of languages.

- 7.13.12. Reports should be available in an alternative format accessible upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act.
- 7.13.13. Report Interpretation Manual
- 7.13.14. An online, secure reporting site for the DTC to access district-level, school-level, and individual student-level reports for their district and schools.
- 7.13.15. One (1) copy of the Individual Student Report and one (1) copy of the Parent Report must be shipped to each respective district for every English learner that tested in the district.
- 7.13.16. The Oklahoma State Department of Education will not receive paper reports; only the electronic version of the master data file will be transmitted to the Oklahoma State Department of Education via a secure site.
- 7.13.17. Psychometric Analysis
- 7.14. The Bidder must ensure that the alternate English language development standards include language proficiency expectations that reflect the language needed for ELs to acquire and demonstrate their achievement of the knowledge and skills identified in the Oklahoma Academic Standards appropriate to each grade/grade band.
- 7.15. A design and development process must be detailed to support comparable interpretations of results for students tested across the versions (e.g., online versus paper-based delivery within a grade level) of the assessment. Documentation of adequate evidence of comparability of the meaning and interpretations of the assessment results must be provided to the Oklahoma State Department of Education.
- 7.16. The Bidder shall describe in detail its plan for the psychometric, research, and technical analysis activities.
- 7.17. The Successful Bidder must provide the Oklahoma State Department of Education with all appropriate test statistics and information including test information functions, differential test function information, and validity and reliability measures. Examination of performance task data from the operational assessment must include reliability information, percentages of students in categories, materials used during review, and any other relevant information.
- 7.18. Following each test administration, the Bidder must provide an Equating Report to the Oklahoma State Department of Education that discusses scaling procedures, linking sets, test construction curves, raw score to scale score conversions tables, and other processes involved with the scaling and equating procedures.

- 7.19. The Bidder will provide a new parallel test form for each grade tested. The new form will be equated to forms from the previous year by using item statistics contained in the secure item bank.
- 7.20. The Bidder will conduct bias, reliability, validity, usefulness studies and include the data from those studies in the technical reports annually submitted to the Oklahoma State Department of Education. Validity studies and supporting psychometric analyses shall be conducted annually and ongoing.
- 7.21. A design and development process must be detailed to support comparable interpretations of results for students tested across the versions (e.g., online versus paper-based delivery within a grade level) of the assessment. Documentation of adequate evidence of comparability of the meaning and interpretations of the assessment results must be provided to the Oklahoma State Department of Education.
- 7.22. Technical Report or Manual. The contractor will deliver annually a technical report (manual) that provides details of the test development process, validity and reliability of the assessments, standard setting information (if done), and all other information necessary to support the Oklahoma State Department of Education's compliance with the most current edition of the U.S. Department of Education's (ED's) Peer Review of State English language proficiency assessment systems. Specifically, the contractor will provide a state-specific (Oklahoma) Technical Report that addresses each content area tested. The Technical Report will include all relevant psychometric information for the English language proficiency assessment. The report will be completed within three (3) months of the first operational administration and revised annually thereafter. A copy of the updated report will be delivered to the Oklahoma State Department of Education by August 15 annually.
- 7.23. The Technical Report must include, but is not limited to, the following:
 - 7.23.1. Purpose
 - 7.23.2. Test blueprint
 - 7.23.3. Test development
 - 7.23.4. Validity
 - 7.23.5. Reliability
 - 7.23.6. Accommodations and testing of students with special needs
 - 7.23.7. Security
 - 7.23.8. Administration

- 7.23.9. Scoring
 - 7.23.10. Equating
 - 7.23.11. Scaling
 - 7.23.12. Standard setting (if done)
 - 7.23.13. Reporting
 - 7.23.14. Appropriate use and interpretation of test data
- 7.24. Appendices should include related materials such as administrative regulations, state standards, sample items, committee rating forms, frequency/percentile distributions, state and district performance summaries by ethnic group, and other pertinent information.
- 7.25. Offered must be able to align scores from assessment with WIDA scores. This may include studies that the Bidder is responsible for. All processes used to establish consistency across the scales will be the responsibility of the Bidder.

8. Web-Based Online Test Delivery and Security Requirements

- 8.1. The Bidder's work plan must provide a detailed description of its proposed web-based online test delivery system for both the English language proficiency assessment and the alternate English language proficiency assessment components. This plan must describe each step in the deployment of the test delivery system and must provide a feasible schedule for all online test delivery system activities from start to finish that is reasonably reflective of future contract years. Processes and tools must be in place to ensure schools are able to successfully administer assessments in a secure, accessible, and error free online delivery system.
- 8.2. Oklahoma does not have established minimum technology standards for schools within the state. Support from the Successful Bidder must include the following technical standards at a minimum:
- 8.2.1. The Bidder is required to "harden" their servers. Hardening these servers includes the following:
 - 8.2.2. Regularly installing all service packs, patches, and updates after appropriate integration testing;
 - 8.2.3. Disabling all unnecessary services, devices, and accounts;
 - 8.2.4. Enabling appropriate logging and routine log activity review procedures;
 - 8.2.5. Establishing adequate access and control mechanisms;

- 8.2.6. Ensuring user authentication and data protection;
 - 8.2.7. Performing routine scans for vulnerabilities and configuration weaknesses;
 - 8.2.8. Setting security parameters and file protections;
 - 8.2.9. Enabling firewall software on the server; and
 - 8.2.10. Maintaining virus scanning software on all servers.
- 8.3. The Bidder must encrypt data in transit and at rest.
- 8.4. The Bidder must follow these guidelines for the purpose of protecting passwords:
- 8.4.1. Passwords must not be disclosed to anyone except in emergency circumstances or when there is an overriding operational necessity.
 - 8.4.2. Hard copies of passwords (i.e. printed out or written down) should be considered sensitive.
 - 8.4.3. Passwords must not be sent in clear text over the network. Secure Shell (SSH) and Hypertext Transfer Protocol Secure (HTTPS) must replace Telnet and Hypertext Transfer (HTTP) for authentication.
 - 8.4.4. Passwords must be unique per user.
 - 8.4.5. The password change interval is a maximum of 90-days. Default passwords must be changed.
 - 8.4.6. Passwords must be required on all user accounts.
 - 8.4.7. Passwords suspected to be stolen or cracked must be changed immediately and notification must be given to the agency.

9. Transition Plan

- 9.1. The awarded supplier will need to work with WIDA and the OSDE to establish a transition plan that enables a successful continuation of both student and accountability reporting without interruption. A successful supplier shall detail their plan including processes, any needed studies, timelines and what will be needed from WIDA and OSDE. All efforts shall be made to not place undue burden on WIDA, with the awarded supplier being responsible for any validation or correlation studies and any other studies or solutions needed to ensure a successful transition.

10. Corporate Capacity

- 10.1. A general description of the Bidder's capabilities and capacities related to development, production, shipping and receipt, online and paper administration, scoring, data processing, reporting, and psychometric activities for the English language proficiency assessment must be included. Responses must demonstrate that the Bidder has, at a minimum, the qualifications and experience to work with a language proficiency assessment for English learners. The description shall also identify the number of employees in the company and the company's location(s), including any presence in Oklahoma. The overall capacity of the Bidder's organization(s) and the resources that it will commit to the work for the project (by name and role in project) shall be provided.

Specific examples of the Bidder's management work products, such as, management plans, project calendars, schedules, risk management strategies, etc., should be identified under the relevant requirements and specifications and provided in attachments as appropriate. The Oklahoma State Department of Education expects to receive the same or better quality of work throughout the contract, including any extensions, as the examples that are provided in the proposal.

The last three years of tests by grade and accommodations is detailed below.

TESTING TOTALS									
Total Students	2019-2020			2020-2021			2021-2022		
	Online	Paper	Mixed Mode	Online	Paper	Mixed Mode	Online	Paper	Mixed Mode
Kindergarten	4	6,429	0	3	6,091	0	2	6,304	0
Grades 1	6,676	56	24	6,337	21	1	6,539	17	0
Grades 2	6,673	49	17	6,560	22	0	6,690	7	1
Grades 3	6,817	45	14	6,572	22	2	6,814	20	3
Grades 4	6,220	57	6	6,425	39	0	6,395	18	1
Grades 5	5,114	44	5	5,186	24	0	5,778	16	0
Grades 6	4,302	55	13	4,419	26	0	5,011	16	2
Grades 7	3,710	34	14	4,158	40	0	4,923	21	0
Grades 8	2,972	22	13	3,687	28	0	4,670	35	2
Grades 9	2,637	14	14	2,855	15	0	4,581	7	0
Grades 10	2,617	19	2	2,296	14	0	2,975	7	1
Grades 11	2,210	5	1	2,139	9	0	2,292	7	0
Grades 12	1,953	4	0	1,861	6	0	2,140	4	0
Totals	51,905	6,833	123	52,498	6,357	3	58,810	6,479	10
Total Tested	58,861			58,858			65,299		
Alternate Tests Administered	693			713			752		
Large Print Tests Ordered	24			40			26		
Braille Tests Ordered	0			1			2		
# of Districts	302			378			413		
# of Schools	1,183			1,334			1,429		

Dates are tentative and are provided so the vendor can evaluate their capacity against OSDE needs.

Pre-Testing	Vendor Provides Site Data to SEA	Fri 7/26/24	Fri 7/26/24
	SEA Provides Site Changes to Vendor	Fri 9/27/24	Fri 9/27/24
	Test Materials Ordering via Pre-ID (SEA)	Fri 11/29/24	Wed 11/29/24
	SEA Loads Pre-ID File into Vendor system	Wed 11/29/24	Wed 11/29/24
	Vendor Test Setup Available for Test Sessions	Wed 12/11/24	Fri 3/21/25
	Districts Receive Test Materials	Fri 1/10/25	Fri 1/10/25
During Testing	Test Window	Mon 1/13/25	Fri 3/21/25
	Additional Test Material Ordering Window available through Vendor	Fri 1/10/25	Fri 3/14/25
Post-Testing	Deadline for Shipping Completed Test Materials back to Vendor	Fri 3/28/25	Fri 3/28/25
	Pre-Reporting Data Validation – LEAs in Vendor platform	Mon 4/7/25	Fri 5/2/25
	Reports and Data Files Available – Online in vendor platform	Tue 5/27/25	Tue 5/27/25
	Reports Available in Districts - Printed and mailed to LEAs	Thu 6/12/25	Thu 6/12/25
	Post-Reporting Data Validation – Data File to SEA	Tue 5/27/25	Tue 5/27/25
	Post-Reporting Data Validation – Data File to DRC from SEA	Tue 5/27/25	Tue 5/27/25
	Updated Data Posted in Vendor by SEA after state data validation window	Fri 6/20/25	Fri 6/20/25
Ongoing Supports/Trainings	Test administrator training English language proficiency assessment (K-12)	on demand	on demand
	Test administrator training English language proficiency assessment for ELs with the most significant cognitive disabilities (K-12)	on demand	on demand
	Test administrator training English language screener (K-12)	on demand	on demand
	Test administrator training English language screen for ELs with the most significant cognitive disabilities (K-12)	on demand	on demand
	Professional learning	on demand	on demand
	Screener file to SEA from Vendor (live information available)	on demand reports	on demand reports
	Approved communications to the LEAs from Vendor with pertinent information		