



ETS Response to the Request for Quotation for

West Virginia Department of Education

Examination and Testing Services
(Educational)

RFQ #: EDD255726

Due Date: August 3, 2006



August 3, 2006

Krista Ferrell
Department of Administration
Purchasing Division
Building 15
2019 Washington Street, East
Charleston, WV 25305-0130

Dear Ms. Ferrell:

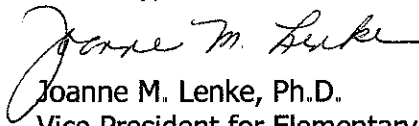
Educational Testing Service (ETS) is pleased with this opportunity to respond to the Department's RFQ Number EDD255726 for West Virginia's Examination and Testing Services (Educational).

ETS is dedicated to supporting the entire K-12 learning enterprise by seamlessly integrating summative assessments, formative assessments, and professional development to facilitate student learning. We are an organization dedicated to innovation – we make our clients' assessments better so they can more accurately measure the depth of their students' learning, and we are committed to helping advance excellence and equity in education by delivering high-quality professional development services to teachers, administrators, and classified personnel.

With decades of experience in professional development and training programs, as well as in organizing related workshops, conferences, and forums, ETS is well-positioned to successfully work with the State of West Virginia to conduct the required professional development for formative classroom assessment. ETS's specializations include research-based professional development that assists teachers and school leaders in improving their use of formative assessment in the classroom to support student learning.

Our response to this RFQ will give you but a brief look at the depth and breadth of our company's resources; however, we especially look forward to the opportunity to present our capabilities in person. Should you have questions or require clarification regarding any portion of this response, or would like to schedule an oral presentation, please contact me at (210) 558-5728 or Rick Cullors, Director of Proposal Development, at (210) 558-5717.

Sincerely,



Joanne M. Lenke, Ph.D.
Vice President for Elementary and Secondary Education
Large Scale Assessment

Educational
Testing Service

100 Interstate
Way 10 West
Suite 400
San Antonio TX 78230
phone: (210) 558-5600
(800) 290-5992
fax: (210) 558-5888
web: www.ets.org



State of West Virginia
 Department of Administration
 Purchasing Division
 2019 Washington Street East
 Post Office Box 50130
 Charleston, WV 25305-0130

**Request for
 Quotation**

RFQ NUMBER
EDD255726

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ADDRESS CORRESPONDENCE TO ATTENTION OF
**KRISTA FERRELL
 304-558-2596**

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Educational Testing Service (ETS)
 10999 Interstate Highway 10, Suite 400
 San Antonio, TX 78230

VENDOR

DEPARTMENT OF EDUCATION

**BUILDING 6
 1900 KANAWHA BOULEVARD, EAST
 CHARLESTON, WV
 25305-0330**

SHEET

DATE PRINTED 07/19/2006	TERMS OF SALE	SHIP VIA	F.O.B.	FREIGHT TERMS
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BID OPENING DATE: **08/03/2006** BID OPENING TIME **01:30PM**

LINE	QUANTITY	UOP	CAT NO	ITEM NUMBER	UNIT PRICE	AMOUNT
0001	1	EA		924-20	See pricing page	\$181,950
<p>EXAMINATION AND TESTING SERVICES (EDUCATIONAL)</p> <p>REQUEST FOR QUOTATION</p> <p>THE WEST VIRGINIA PURCHASING DIVISION FOR THE WEST VIRGINIA DEPARTMENT OF EDUCATION'S OFFICE OF STUDENT ASSESSMENT SERVICES IS SOLICITING BIDS TO PROVIDE THE AGENCY WITH THE DEVELOPMENT OF FORMATIVE ASSESSMENT PROFESSIONAL DEVELOPMENT FOR THE WEST VIRGINIA LOCAL SCHOOL DISTRICTS PER THE ATTACHED SPECIFICATIONS.</p> <p>VENDORS MUST INCLUDE FOB DESTINATION DELIVERY CHARGES FOR ALL MATERIALS TO ALL SCHOOL DISTRICTS WITHIN THE STATE OF WEST VIRGINIA.</p> <p>EXHIBIT 3</p> <p>LIFE OF CONTRACT: THIS CONTRACT BECOMES EFFECTIVE ON UPON AWARD AND EXTENDS FOR A PERIOD OF ONE (1) YEAR OR UNTIL SUCH "REASONABLE TIME" THEREAFTER AS IS NECESSARY TO OBTAIN A NEW CONTRACT OR RENEW THE ORIGINAL CONTRACT. THE "REASONABLE TIME" PERIOD SHALL NOT EXCEED TWELVE (12) MONTHS. DURING THIS "REASONABLE TIME" THE VENDOR MAY TERMINATE THIS CONTRACT FOR ANY REASON UPON GIVING THE DIRECTOR OF PURCHASING 30 DAYS WRITTEN NOTICE.</p> <p>UNLESS SPECIFIC PROVISIONS ARE STIPULATED ELSEWHERE</p>						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE <i>Anne M. Luke</i>	TELEPHONE 210-558-5728	DATE 8/3/06
TITLE Vice President, Elementary & Secondary Education	FEBN 21-0634479	ADDRESS CHANGES TO BE NOTED ABOVE

WHEN RESPONDING TO RFQ, INSERT NAME AND ADDRESS IN SPACE ABOVE LABELED 'VENDOR'



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<p>IN THIS CONTRACT DOCUMENT, THE TERMS, CONDITIONS AND PRICING SET HEREIN ARE FIRM FOR THE LIFE OF THE CONTRACT.</p> <p>RENEWAL: THIS CONTRACT MAY BE RENEWED UPON THE MUTUAL WRITTEN CONSENT OF THE SPENDING UNIT AND VENDOR, SUBMITTED TO THE DIRECTOR OF PURCHASING THIRTY (30) DAYS PRIOR TO THE EXPIRATION DATE. SUCH RENEWAL SHALL BE IN ACCORDANCE WITH THE TERMS AND CONDITIONS OF THE ORIGINAL CONTRACT AND SHALL BE LIMITED TO TWO (2) ONE (1) YEAR PERIODS.</p> <p>CANCELLATION: THE DIRECTOR OF PURCHASING RESERVES THE RIGHT TO CANCEL THIS CONTRACT IMMEDIATELY UPON WRITTEN NOTICE TO THE VENDOR IF THE COMMODITIES AND/OR SERVICES SUPPLIED ARE OF AN INFERIOR QUALITY OR DO NOT CONFORM TO THE SPECIFICATIONS OF THE BID AND CONTRACT HEREIN.</p> <p>OPEN MARKET CLAUSE: THE DIRECTOR OF PURCHASING MAY AUTHORIZE A SPENDING UNIT TO PURCHASE ON THE OPEN MARKET, WITHOUT THE FILING OF A REQUISITION OR COST ESTIMATE, ITEMS SPECIFIED ON THIS CONTRACT FOR IMMEDIATE DELIVERY IN EMERGENCIES DUE TO UNFORESEEN CAUSES (INCLUDING BUT NOT LIMITED TO DELAYS IN TRANSPORTATION OR AN UNANTICIPATED INCREASE IN THE VOLUME OF WORK.)</p> <p>QUANTITIES: QUANTITIES LISTED IN THE REQUISITION ARE APPROXIMATIONS ONLY, BASED ON ESTIMATES SUPPLIED BY THE STATE SPENDING UNIT. IT IS UNDERSTOOD AND AGREED THAT THE CONTRACT SHALL COVER THE QUANTITIES ACTUALLY ORDERED FOR DELIVERY DURING THE TERM OF THE CONTRACT, WHETHER MORE OR LESS THAN THE QUANTITIES SHOWN.</p> <p>BANKRUPTCY: IN THE EVENT THE VENDOR/CONTRACTOR FILES FOR BANKRUPTCY PROTECTION, THIS CONTRACT IS AUTOMATI-</p>						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE <i>Anne M. Seike</i>	TELEPHONE 210-558-5728	DATE 8/3/06
TITLE Vice President, Elementary & Secondary Education	FEIN 21-0634479	ADDRESS CHANGES TO BE NOTED ABOVE

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<p>CALLY NULL AND VOID, AND IS TERMINATED WITHOUT FURTHER ORDER.</p> <p>THE TERMS AND CONDITIONS CONTAINED IN THIS CONTRACT SHALL SUPERSEDE ANY AND ALL SUBSEQUENT TERMS AND CONDITIONS WHICH MAY APPEAR ON ANY ATTACHED PRINTED DOCUMENTS SUCH AS PRICE LISTS, ORDER FORMS, SALES AGREEMENTS OR MAINTENANCE AGREEMENTS, INCLUDING ANY ELECTRONIC MEDIUM SUCH AS CD-ROM.</p> <p>REV. 04/11/2001</p> <p style="text-align: center;">VENDOR PREFERENCE CERTIFICATE</p> <p>CERTIFICATION AND APPLICATION* IS HEREBY MADE FOR PREFERENCE IN ACCORDANCE WITH WEST VIRGINIA CODE, 5A-3-37 (DOES NOT APPLY TO CONSTRUCTION CONTRACTS).</p> <p>A. APPLICATION IS MADE FOR 2.5% PREFERENCE FOR THE REASON CHECKED:</p> <p>() BIDDER IS AN INDIVIDUAL RESIDENT VENDOR AND HAS RESIDED CONTINUOUSLY IN WEST VIRGINIA FOR FOUR (4) YEARS IMMEDIATELY PRECEDING THE DATE OF THIS CERTIFICATION; OR</p> <p>() BIDDER IS A PARTNERSHIP, ASSOCIATION OR CORPORATION RESIDENT VENDOR AND HAS MAINTAINED ITS HEAD-QUARTERS OR PRINCIPAL PLACE OF BUSINESS CONTINUOUSLY I WEST VIRGINIA FOR FOUR (4) YEARS IMMEDIATELY PRECEDING THE DATE OF THIS CERTIFICATION; OR 80% OF THE OWNERSHIP INTEREST OF BIDDER IS HELD BY ANOTHER INDIVIDUAL, PARTNERSHIP, ASSOCIATION OR CORPORATION RESIDENT VENDOR WHO HAS MAINTAINED ITS HEADQUARTERS OR PRINCIPAL PLACE OF BUSINESS CONTINUOUSLY IN WEST VIRGINIA FOR FOUR (4)</p>						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE <i>Krista Ferrell</i>	TELEPHONE 210-558-5728	DATE 8/3/06
TITLE Vice President, Elementary & Secondary Education	FEIN 21-0634479	ADDRESS CHANGES TO BE NOTED ABOVE

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LINE	QUANTITY	UOP	CAT NO	ITEM NUMBER	UNIT PRICE	AMOUNT
<p>YEARS IMMEDIATELY PRECEDING THE DATE OF THIS CERTIFICATION; OR</p> <p>() BIDDER IS A CORPORATION NONRESIDENT VENDOR WHICH HAS AN AFFILIATE OR SUBSIDIARY WHICH EMPLOYS A MINIMUM OF ONE HUNDRED STATE RESIDENTS AND WHICH HAS MAINTAINED ITS HEADQUARTERS OR PRINCIPAL PLACE OF BUSINESS WITHIN WEST VIRGINIA CONTINUOUSLY FOR THE FOUR (4) YEARS IMMEDIATELY PRECEDING THE DATE OF THIS CERTIFICATION.</p> <p>B. APPLICATION IS MADE FOR 2.5% PREFERENCE FOR THE REASON CHECKED:</p> <p>() BIDDER IS A RESIDENT VENDOR WHO CERTIFIES THAT, DURING THE LIFE OF THE CONTRACT, ON AVERAGE AT LEAST 75% OF THE EMPLOYEES WORKING ON THE PROJECT BEING BID ARE RESIDENTS OF WEST VIRGINIA WHO HAVE RESIDED IN THE STATE CONTINUOUSLY FOR THE TWO YEARS IMMEDIATELY PRECEDING SUBMISSION OF THIS BID;</p> <p>OR</p> <p>() BIDDER IS A NONRESIDENT VENDOR EMPLOYING A MINIMUM OF ONE HUNDRED STATE RESIDENTS OR IS A NONRESIDENT VENDOR WITH AN AFFILIATE OR SUBSIDIARY WHICH MAINTAINS ITS HEADQUARTERS OR PRINCIPAL PLACE OF BUSINESS WITHIN WEST VIRGINIA EMPLOYING A MINIMUM OF ONE HUNDRED STATE RESIDENTS WHO CERTIFIES THAT, DURING THE LIFE OF THE CONTRACT, ON AVERAGE AT LEAST 75% OF THE EMPLOYEES OR BIDDERS' AFFILIATE'S OR SUBSIDIARY'S EMPLOYEES ARE RESIDENTS OF WEST VIRGINIA WHO HAVE RESIDED IN THE STATE CONTINUOUSLY FOR THE TWO YEARS IMMEDIATELY PRECEDING SUBMISSION OF THIS BID.</p> <p>BIDDER UNDERSTANDS IF THE SECRETARY OF TAX & REVENUE DETERMINES THAT A BIDDER RECEIVING PREFERENCE HAS FAILED TO CONTINUE TO MEET THE REQUIREMENTS FOR SUCH</p>						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE <i>James M. Leake</i>	TELEPHONE 210-558-5728	DATE 8/3/06
TITLE Vice President, Elementary & Secondary Education	FEBN 21-0634479	ADDRESS CHANGES TO BE NOTED ABOVE

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<p>PREFERENCE, THE SECRETARY MAY ORDER THE DIRECTOR OF PURCHASING TO: (A) RESCIND THE CONTRACT OR PURCHASE ORDER ISSUED; OR (B) ASSESS A PENALTY AGAINST SUCH BIDDER IN AN AMOUNT NOT TO EXCEED 5% OF THE BID AMOUNT AND THAT SUCH PENALTY WILL BE PAID TO THE CONTRACTING AGENCY OR DEDUCTED FROM ANY UNPAID BALANCE ON THE CONTRACT OR PURCHASE ORDER.</p> <p>BY SUBMISSION OF THIS CERTIFICATE, BIDDER AGREES TO DISCLOSE ANY REASONABLY REQUESTED INFORMATION TO THE PURCHASING DIVISION AND AUTHORIZES THE DEPARTMENT OF TAX AND REVENUE TO DISCLOSE TO THE DIRECTOR OF PURCHASING APPROPRIATE INFORMATION VERIFYING THAT BIDDER HAS PAID THE REQUIRED BUSINESS TAXES, PROVIDED THAT SUCH INFORMATION DOES NOT CONTAIN THE AMOUNTS OF TAXES PAID NOR ANY OTHER INFORMATION DEEMED BY THE TAX COMMISSIONER TO BE CONFIDENTIAL.</p> <p>UNDER PENALTY OF LAW FOR FALSE SWEARING (WEST VIRGINIA CODE 61-5-3), BIDDER HEREBY CERTIFIES THAT THIS CERTIFICATE IS TRUE AND ACCURATE IN ALL RESPECTS; AND THAT IF A CONTRACT IS ISSUED TO BIDDER AND IF ANYTHING CONTAINED WITHIN THIS CERTIFICATE CHANGES DURING THE TERM OF THE CONTRACT, BIDDER WILL NOTIFY THE PURCHASING DIVISION IN WRITING IMMEDIATELY.</p> <p>BIDDER: Educational Testing Service (ETS)</p> <p>DATE: 8-3-06</p> <p>SIGNED: <i>James M. Decker</i></p>						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE <i>James M. Decker</i>	TELEPHONE 210-558-5728	DATE 8/3/06
TITLE Vice President, Elementary & Secondary Education	FERN 21-0634479	ADDRESS CHANGES TO BE NOTED ABOVE

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 304-558-2596**

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DATE PRINTED	TERMS OF SALE	SHIP VIA	F.O.B.	FREIGHT TERMS
07/19/2006				

BID OPENING DATE: **08/03/2006** BID OPENING TIME **01:30PM**

LINE	QUANTITY	UOP	CAT NO	ITEM NUMBER	UNIT PRICE	AMOUNT
				TITLE: Vice President, Elementary & Secondary Education		
<p>* CHECK ANY COMBINATION OF PREFERENCE CONSIDERATION(S) IN EITHER "A" OR "B", OR BOTH "A" AND "B" WHICH YOU ARE ENTITLED TO RECEIVE. YOU MAY REQUEST UP TO THE MAXIMUM 5% PREFERENCE FOR BOTH "A" AND "B". (REV. 12/00)</p> <p>NOTICE</p> <p>A SIGNED BID MUST BE SUBMITTED TO:</p> <p>DEPARTMENT OF ADMINISTRATION PURCHASING DIVISION BUILDING 15 2019 WASHINGTON STREET, EAST CHARLESTON, WV 25305-0130</p> <p>THE BID SHOULD CONTAIN THIS INFORMATION ON THE FACE OF THE ENVELOPE OR THE BID MAY NOT BE CONSIDERED:</p> <p>SEALED BID</p> <p>BUYER: 21</p> <p>RFQ. NO.: EDD255726</p> <p>BID OPENING DATE: 08/03/2006</p> <p>BID OPENING TIME: 1:30 PM</p>						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS.

SIGNATURE <i>[Signature]</i>	TELEPHONE 210-558-5728	DATE 8/3/06
TITLE Vice President, Elementary & Secondary Education	FEIN 21-0634479	ADDRESS CHANGES TO BE NOTED ABOVE

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LINE	QUANTITY	UOP	CAT. NO.	ITEM NUMBER	UNIT PRICE	AMOUNT
PLEASE PROVIDE A FAX NUMBER IN CASE IT IS NECESSARY TO CONTACT YOU REGARDING YOUR BID: (210) 558-5826						
CONTACT PERSON (PLEASE PRINT CLEARLY): Rick Cullors						
***** THIS IS THE END OF RFQ EDD255726 ***** TOTAL:						\$181,950 *Shipping costs not included

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE <i>John M. Peake</i>	TELEPHONE 210-558-5728	DATE 8/3/06
TITLE Vice President, Elementary & Secondary Education	FEIN 21-0634479	ADDRESS CHANGES TO BE NOTED ABOVE

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Pricing Page
EDD255726

Description	Total Cost		
Section 1:			
Plan Area 1: Foundation of Understanding			<u>\$3,800</u>
Plan Area 2: District Wide Leading Professional Development			<u>\$21,100</u>
Plan Area 3: School Leaders and Classroom Teachers Leading Professional Development			<u>\$34,600</u>
Plan Area 4: Two Day Seminar Leading Professional Development			<u>\$21,100</u>
Plan Area 5: Follow Up Seminars	Unit Cost	Quantity	Extended Cost
Follow Up Seminars (6 will be conducted)	<u>\$4,000</u>	6	<u>\$24,000</u>
Plan Area 6: Materials	Unit Cost	Quantity	Extended Cost
Item 1: Text Copy of "Classroom Assessment for Student Learning"	<u>\$29</u>	800	<u>\$23,200</u>
Item 2: Set of (7) Interactive Training Videos	<u>\$500</u>	100	<u>\$50,000</u>
Item 3: Copy "Assessment for Learning: An Action Guide for School Leaders	<u>\$16</u>	200	<u>\$3,200</u>
Item 4: Copy for each participating school of the DVD "New Mission, New Beliefs"	<u>\$0</u>	50*	<u>\$0</u>
Item 5: Copy for each participating school of the "Learning Team Facilitator"	<u>\$19</u>	50	<u>\$950</u>

Evaluation Total: \$181,950**

*Note: The above quantities are for bid evaluation purposes only. Actual quantities may differ
Participating counties must be able to purchase the above materials at the unit cost listed above.

The total, not-to-exceed cost, for this quotation is reflected above in the evaluation total.

Signature of Vendor: *James M. Duke*

The box provided above requires the bidder to certify, by authorized signature, that what is being bid is deliverable and the prices are correct as of the date of this proposal and will remain the same for the life of the contract.

* 1,000 "New Mission, New Beliefs" DVDs will be provided
** Shipping costs not included

Section I – Bidder Qualifications

Proof of Five or More Years of Documented Experience

Educational Testing Service (ETS) is a nonprofit organization with the corporate mission of advancing quality and equity in education by providing fair and valid assessments, research, and related services for all people worldwide. In serving individuals, educational institutions, and government agencies around the world, ETS offers a combination of off-the-shelf products and services and customized solutions to meet a vast array of client needs.

Recently, ETS acquired the assets of Assessment Training Institute (ATI), which specializes in helping educators improve student achievement by integrating classroom assessment with day-to-day instruction. The Portland-Oregon-based ATI, now known as the ETS Oregon Office, was founded in 1992 and since then, has provided research-based professional development to teachers and school leaders to improve their use of formative assessment in the classroom to support student learning. The ETS Oregon Office has helped state departments of education, educational service agencies, educational consortia, and local school districts to understand and implement balanced assessment systems to develop the assessment literacy needed for those systems to improve student learning.

ETS is guided by the belief that involving students in the classroom assessment process puts them in control of their own success and in touch with the skills they need to take responsibility for their own progress and success. ETS is focused on improving student learning and building students' confidence as learners, as well as supporting teachers as they face the challenges of developing quality day-to-day classroom assessment.

ETS offers conferences and seminars, school improvement professional services, and professional development programs that rely on texts and workbooks, interactive training videos, instructional DVDs, train-the-trainer programs, school leadership seminars, and on-site consulting and training. The hallmark of these programs has been their focus on the use of student-involved assessment to maximize confidence, motivation, and learning. ETS's program, *Classroom Assessment for Student Learning*, provides a multi-media, collaborative, and hands-on way for teachers to become more competent, confident classroom assessors. A complementary program helps school leaders to implement the organizational conditions needed for teachers to take full advantage of assessment for learning.

Names and Qualifications of Staff

Below are descriptions of the experience and qualifications of the proposed assigned key personnel for the West Virginia Examination and Testing Services RFQ.

Dr. Rick Stiggins – Dr. Stiggins founded the Assessment Training Institute in Portland, Oregon in 1992. Since then, and now as a part of ETS, these professional learning programs have helped teachers and school leaders understand how to use the assessment process and the results yielded by these processes to benefit (not merely monitor) student learning. Dr. Stiggins created ATI out of a passionate concern for the well being of both teachers and their students. Teachers typically have not been given opportunities to learn to assess accurately, nor to use assessment effectively. Historically, assessment practices and results have discouraged as many students as they have encouraged students to strive for excellence. ETS delivers assessment-for-learning insights and strategies that promote the academic well being of all students.

A native of Canandaigua, New York, Dr. Stiggins received his undergraduate degree in psychology from the State University of New York, Plattsburgh, and a master's degree in industrial psychology from Springfield College in Massachusetts. His graduate studies in educational measurement were conducted at Michigan State University, where he earned his PhD. in 1972. Dr. Stiggins has served on the faculties of Michigan State University, the University of Minnesota, and Lewis and Clark College. Additionally, Dr. Stiggins directed test development at ACT in Iowa City and served as a senior researcher at the Northwest Regional Educational Laboratory.

As previously mentioned, ETS recently acquired ATI, placing it in their Elementary and Secondary Educational Services Division to provide guidance in their development of a comprehensive national program of professional learning and school services in classroom and large-scale assessments. By doing so, Dr. Stiggins believes that the nation's leading assessment firm signals its intent to serve the needs of frontline teachers and school leaders, as well as policy makers by promoting a deeper understanding of productive assessment practice.

Mr. Steve Chappuis – Before joining the Assessment Training Institute in Portland, Oregon in 2001, Mr. Chappuis was a junior and high school principal in the state of Washington. He also served as a district Assistant Superintendent for Curriculum and Instruction, where he developed and implemented a standards-based instructional program that included comprehensive assessment policies and strategic plans. His program provided assessment tools for classroom use aligned to district curriculum standards, professional development in assessment to help achieve those standards, and an assessment environment built for student success. He is a co-author of *Understanding School Assessment—A Parent and Community Guide to Helping Students Learn* (2002), *Assessment FOR Learning: An Action Guide for School Leaders* (2004), and *Classroom Assessment for Student Learning: Doing It Right – Using It Well* (2004).

As an Executive Director at ETS, Mr. Chappuis provides presentations to school leaders on balanced assessment systems and works to help schools and districts implement professional development programs which emphasize quality classroom assessments.

Mr. Chappuis holds a Bachelor of Arts degree from the University of Washington and a Master of Arts degree in Education from the University of Puget Sound. He also performed doctoral coursework at the University of Washington and completed a Superintendent Credential Internship.

Dr. Judy Arter – Dr. Arter is a nationally recognized expert in performance assessment. Her background includes statewide writing assessments, development of large-scale and classroom-based assessments for competency assessment, development of district performance assessments (mathematics, fine arts, foreign language, physical education, writing), and training videos.

Prior to joining ATI, Dr. Arter directed Northwest Regional Educational Laboratory's (NWREL) assessment unit. Dr. Arter is a co-author of *Creating and Recognizing Quality Rubrics*, (2006), *Assessment FOR Learning: An Action Guide for School Leaders* (2004), and *Classroom Assessment for Student Learning: Doing It Right - Using It Well* (2004).

Dr. Arter holds a Bachelor of Science degree in Mathematics from the University of California at San Diego, as well as a Master of Science degree in Special Education and a PhD. in Special Education/Research from the University of Illinois.

Ms. Jan Chappuis – Ms. Chappuis is a former district curriculum and assessment specialist. She has over a decade of experience in providing K–12 staff training in assessments designed to be student-centered and achievement-improving. Ms. Chappuis has given hundreds of workshops on integrating content standards into classroom assessment and instruction. Her background as an elementary and secondary teacher, combined with her assessment and staff development expertise, enables her to provide teachers and instructional leaders with practical strategies for motivating students and engaging them in their own academic success. Ms. Chappuis is a co-author of *Understanding School Assessment-A Parent and Community Guide to Helping Students Learn* (2002), *Classroom Assessment for Student Learning: Doing It Right-Using It Well* (2004), *Assessment FOR Learning: An Action Guide for School Leaders* (2005), and *Creating and Recognizing Quality Rubrics* (2006).

Ms. Chappuis holds a Bachelor of Arts degree in Philosophy and Mathematics from St. John's College and a Master of Arts degree in Progress, Educational Leadership, and Policy Studies from the University of Washington. She also earned an Administrative Credential from the Danforth Program at the University of Washington and a K–12 Teaching Credential from Western Washington University.

Dr. Carol Commodore – In addition to serving as an independent consultant with Educational Testing Service, Dr. Carol Commodore is the founding member of Leadership, Learning and Assessment, LLC, and is one of the founding members of the Wisconsin Assessment Consortium. Dr. Commodore was a classroom teacher for over 20 years and was an administrator at the district level for eleven years; her research interests focus on the impact of assessment and instruction on learners and their learning.

Dr. Commodore strives to provide meaningful ways to assist educators in their reflective practice and in the acquisition of tools that will bring insight and joy to these educators and their students in the educational process. Dr. Commodore's work centers on standards, assessment, learning, and leadership, and takes her across the world, in such places as the United States, Canada, Asia, Europe, and the Middle East. She has provided numerous keynote addresses and workshops for school districts, schools, and educational organizations.

Dr. Commodore holds a Bachelor of Arts in Spanish and English from Dominican College, a Master of Science in Curriculum and Instruction from University of Wisconsin – Milwaukee and Madison, and a Ph.D. in Leadership for the Advancement of Learning and Service from Cardinal Stritch University.

References from Previously Awarded Contracts

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Section II – Scope of the Work

Plan for Building a Foundation of Understanding for a Balanced Assessment System (August 2006)*

ETS proposes the workshop entitled "Discovering the Synergy Between Assessment of Learning and Assessment for Learning" as orientation for the components of a balanced assessment system and the role of classroom assessment in that system.

This workshop is intended for school and district leaders; it shows how an assessment system built on balance and quality can positively impact student learning. Participants will perceive the synergy among all levels of assessment: classroom, interim, and large-scale, and will understand how to use *assessments for* and *assessments of* learning to both measure and promote student learning.

In measuring student learning, participants will examine the purposes and effective use of results of assessments of learning, including the analysis of data to guide district, school, and classroom decision making. The session will also examine ways to effectively report and display assessment results to all who require it. In order to use assessment as a tool to promote further learning, participants will be introduced to the concepts and practices of assessment for learning. Research has shown that accurate classroom assessment, the use of descriptive feedback, and ongoing student involvement in the assessment process can yield unprecedented gains in student achievement.

The workshop activities and resources are designed to help leaders begin assessment system analysis and planning, and to initiate professional development programs needed to promote and accurately measure student learning. Specifically, the session will help participants:

- Build a vision of assessment balance and quality.
- Learn how to improve teaching and learning by balancing periodic assessments of learning with ongoing classroom assessment for learning.
- Understand how the purpose of all assessments drives effective use of the results.
- Examine ways to use data from assessments of learning to positively impact student learning and school improvement.
- Discover the principles of assessment for learning that lead to increased student confidence and improved student achievement.
- Explore the relationship among assessment, student motivation, and school improvement.
- Learn the assessment competencies required of teachers and administrators.

- Analyze the status of current assessment systems and of individual assessment competencies and leadership.
- Consider what is needed to merge a local assessment system with state standards and the state accountability system.

Participants will receive copies of:

- Chappuis, S., Stiggins, R., Arter, J., & Chappuis, J. (2004). *Assessment FOR Learning: An Action Guide for School Leaders* (2nd ed.). Portland: ETS/Assessment Training Institute.
- Stiggins, R., Arter, J., Chappuis, J., & Chappuis, S. (2005). *Classroom Assessment for Student Learning: Doing it Right—Using it Well*. Portland: ETS/Assessment Training Institute.

*ETS proposes the date of Thursday, August 31, or an alternate date in September to be determined, for this session.

Plan for Leading Professional Development in Assessment (November 2006)

ETS proposes the workshop entitled "Leading Professional Development in Classroom Assessment for Learning," which will address how to plan and implement district-wide professional development. Participants will obtain the guidelines, strategies, and materials needed to initiate and facilitate effective professional development in classroom assessment for learning.

Who Should Attend. The Leading Professional Development in Classroom Assessment (LPD) seminar is designed for individuals who are fairly knowledgeable about assessment, and who have ongoing responsibilities for professional development in classroom assessment. The seminar includes a pre-session assignment to familiarize participants with the basic concepts of assessment quality as outlined in ETS materials.

Seminar Goals. The seminar goals are as follows:

- Explain the two central concepts underlying high-quality assessment: accuracy and effective use.
- Deepen understanding of assessment for learning practices, as well as the keys to assessment quality.
- Prepare a presentation to introduce others to these concepts.
- Familiarize the content and format of ETS learning materials.
- Learn how to set up and conduct continued professional development through collaborative learning teams.

Approach to Professional Development. ETS has created its professional development materials—books, interactive videos, and user guides—for use in the context of collaborative learning teams. Many studies of professional

development delivery models have shown that ongoing, job-embedded study and discussion are significantly more effective in causing change than stand-alone workshops.

Our approach to professional development bears directly on the working relationships established with participants. We are not preparing participants to be solely an assessment trainer; rather, ETS focuses on preparing participants to share the power of the ideas, invite others to join learning teams, and assist learning teams to be successful. Thus, we want the participants to become familiar with the materials, have a store of assessment ideas and activities to share with others, and be ready to facilitate learning teams.

Seminar Description. ETS instructors will spend the first day-and-a-half strengthening the understanding of the two central concepts in the materials: (1) classroom assessment accuracy and (2) effective use. This will include practical activities that can be implemented in the classroom right away. *We will extend the pre-seminar work, rather than introduce the concepts.*

On the afternoon of the second day, time will be allocated to prepare an introductory presentation for your colleagues using ETS owned materials, as well as individual expertise. Along with your team, a presentation for teachers to demonstrate how high-quality, student-involved classroom assessment improves student achievement, and how to invite teachers to join learning teams will be developed.

The goal of the presentation will be to offer enough information or to engage participants in the demonstrations to see that learning about classroom assessment will benefit their students. The goal will not be to teach participants everything they need to know about assessment; not only would this aspiration impossible, it would be overwhelming. The presentation you will develop is introductory—it will be designed to inspire participants to learn more and understand how to continue through learning teams.

What You Will Receive. Workshop participants will receive the book, *Classroom Assessment for Student Learning: Doing It Right—Using It Well*, and accompanying CD and DVD with additional resources and hands-on practice designed for learning teams.

- The DVD, *New Mission, New Beliefs*, which includes Rick Stiggins' keynote presentation. In this presentation, he examines a new way of thinking about assessments and describes classroom assessment practices that will improve learning and help students to succeed.
- A substantial collection of activities that we have used over several years. This collection introduces educators to the central concepts of high-quality classroom assessment. Each activity is explained—how much time it takes, what materials you will need, and directions for the activity. We will be modeling a number of these activities.

- A CD that includes all of the handouts from this seminar, along with all the materials—handout pages and PowerPoint slides—you would need to conduct each of the introductory activities.
- *Learning Team Facilitator*, a DVD (accompanied by the script for the DVD) that can be used with the learning teams to introduce each chapter of *Classroom Assessment for Student Learning: Doing It Right—Using It Well*, as they proceed through the text.

Vendor Plan for Leading Professional Development in Assessment (January 2007)

ETS proposes a choice of 13 different workshops for the School System Improvement Conference. These conference sessions will build an understanding and knowledge of a comprehensive and balanced assessment system for school leaders and classroom teachers.

Below are the workshop titles and descriptions for the School System Improvement Conference. Other session titles related to classroom assessment are available upon request.

Tapping the Full Potential of Assessment FOR Learning. In this session, participants will examine the impact of effective and ineffective classroom assessment practices on the learning lives of real students. The result will be a graphic illustration of the likely effect of a redefinition of the relationship between assessment and effective schools.

Common Sense Paper-and-Pencil Testing. This session will focus on keys to the effective development and use of selected response (multiple-choice, true or false, and matching) and written response (essay) assessments. This session will offer practical time-saving test development ideas, as well as valuable techniques for weaving students into assessment creation and use in assessment-for-learning applications.

Assessing Reasoning Proficiency. State standards always call for the development of a variety of reasoning proficiencies; that is, the ability to use knowledge to reason and solve problems. This session will center on a variety of key patterns of reasoning, revealing how to transform them into assessment exercises and scoring schemes. Emphasis will be placed on helping students learn to monitor the quality of their own reasoning.

Assessment Literacy – Key Elements for Quality Classroom Assessments. Participants will focus on three of the key elements of quality assessment: Purpose, Targets, and Assessment Design. These three elements lead to accurate assessments, which give teachers and students dependable information upon which important learning and teaching decisions can be made. Accurate assessments, along with descriptive on-going feedback and student-involvement, will increase student learning.

Brain-Compatible Assessment and Instruction—Placing the Student at the Heart of Decision Making in Planning for Learning. In this interactive session, the presenter will share a unit design model that puts the student at the center of unit planning. As participants address standards, learning targets, essential questions, assessment, content, instruction, and resources in the unit design, the presenter will share motivational, brain, and best practice research that underlie the considerations that must be made in a unit design to assure the success of all students. Participants will leave with graphic organizers to guide their thinking in unit development.

Providing Students with Descriptive Feedback. Students need descriptive feedback while they are learning: they need to know both what they are doing well, and what they need to improve. In this session, participants will learn the forms of feedback that are most effective, ways to provide feedback so that students know what to do, and tips for providing feedback efficiently.

Engaging Students in Self-Assessment and Goal-Setting. Student self-assessment is a necessary component of assessment that improves learning. Yet many of our students, especially those who struggle, are not very good at it. In this session, participants will review forms and activities that prepare students to assess their own learning accurately and to set specific goals for future study.

Seven Strategies of Assessment for Learning. This session focuses on research-based assessment for learning strategies that increase students' desire and ability to take responsibility for learning. We will review a sequence of effective practices that help students gain the information they need to substantially improve their own achievement. Materials and activities offer practical strategies that can be used immediately in the classroom.

Creating Quality Performance Tasks. Performance assessments have the potential to function as powerful teaching and measurement tools. Both the task and the rubric can be used instructionally to improve the student performance or product undergoing evaluation. In this session, we will focus on the elements a performance task needs to yield accurate information and to function effectively as an assessment for learning event.

Introduction to Performance Assessment. The introduction to performance assessment provides the basic information that underpins other sessions on performance assessment offered in this conference. Considered in this session are questions such as:

- What is performance assessment?
- What are the two parts to effective performance assessment?
- When is performance assessment a better choice than other assessment methods?
- What does student involvement in performance assessment look like?

Auditing Classroom Assessments for Quality. The heart of high quality student-involved classroom assessment is the ability to distinguish between sound and unsound assessments and assessment practices. This session is devoted to practice in analyzing real classroom assessments for quality: *Are the learning targets to be assessed clear and appropriate? Is the purpose of the assessment clear? Did the author choose the correct assessment method for the target being assessed? How was sampling? Are there any potential sources of bias and distortion?*

Designing Instructionally Powerful Rubrics. Rubrics can be valuable instructional and assessment tools in the classroom; however, they only function well as instructional and assessment tools if they are designed with these uses in mind. This session is a companion to *Rubrics to Maximize Student Learning: What Do They Look Like?* In this particular session, we examine in detail the features found in successful classroom rubrics. In this session, *Designing Instructionally Powerful Rubrics*, we examine the steps of developing rubrics that have these features. We will show clips of a group of science teachers developing a rubric for laboratory reports.

Rubrics to Maximize Student Learning: What Do They Look Like? In this session, we examine in detail the features to be found in successful classroom rubrics and illustrate these features with sample rubrics from a variety of grade levels and disciplines. This session is a companion to *Designing Instructionally Powerful Rubrics*, which explores a process for developing rubrics so that they gain the features they need to be successful in the classroom.

Vendor Plan for Leading Professional Development in Assessment (August 2007)

ETS proposes the workshop entitled "Leading Professional Development in Classroom Assessment for Learning," which addresses how to plan and implement district-wide professional development. Participants will obtain the guidelines, strategies, and materials needed to initiate and facilitate effective professional development in classroom assessment for learning.

Who Should Attend. The Leading Professional Development in Classroom Assessment (LPD) seminar is designed for individuals who are fairly knowledgeable about assessment, and who have ongoing responsibilities for professional development in classroom assessment. The seminar includes a pre-session assignment to familiarize attendees with the basic concepts of assessment quality as outlined in ETS materials.

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- Deepen understanding of assessment for learning practices, as well as the keys to assessment quality.

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Seminar Description. ETS instructors will spend the first day-and-a-half strengthening the understanding of the two central concepts in the materials: (1) classroom assessment accuracy and (2) effective use. This will include practical activities that can be implemented in the classroom right away. *We will extend the pre-seminar work, rather than introduce the concepts.*

On the afternoon of the second day, time will be allocated to prepare an introductory presentation for colleagues using ETS materials, as well as individual expertise. Along with your team, a presentation for teachers to demonstrate how high-quality, student-involved classroom assessment improves student achievement, and how to invite teachers to join learning teams will be developed.

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- A substantial collection of activities that we have used over several years. This collection introduces educators to the central concepts of high-quality classroom assessment. Each activity is explained—how much time it takes, what materials you will need, and directions for the activity. We will be modeling a number of these activities.
- A CD that includes all of the handouts from this seminar, along with all the materials—handout pages and PowerPoint slides—you would need to conduct each of the introductory activities.
- *Learning Team Facilitator*, a DVD (accompanied by the script for the DVD) that can be used with the learning teams to introduce each chapter of *Classroom Assessment for Student Learning: Doing It Right—Using It Well*, as they proceed through the text.

Section III – Plan for Providing a Series of Six One-Day Follow-Up Seminars (2007–2009)

ETS will provide a series of six follow up seminars that will provide follow-up training and support for school level implementation. These courses will be offered in 2007 through 2009, based on counties' implementation schedules and needs.

After school and district teams have had some experience in presentations and forming and facilitating learning teams, a follow-up session is needed to review and discuss:

- Successes, detailing what worked, why it worked, and how to expand on that success;
- Challenges, examining why what was done might not have worked as expected and what specific actions might be taken to improve the effectiveness of the activity; and
- Additional materials and strategies that can be used to assist learning team management and facilitate sound assessment practice development.

Below is a sample agenda for a typical follow-up day.

AGENDA	
TIME	ACTIVITY
8:00 – 8:15	Welcomes, introductions, and agenda
8:15 – 9:00	Activities for introducing the concepts of assessment quality to your teams. (Chapters 1 & 2)
9:00 – 9:45	Activities for deepening your teams' understanding of what assessment for learning looks like in the classroom, and how to plan for it. (Chapters 2 – 7; 11 & 12)
9:45 – 10:00	Break
10:00 – 11:30	More activities for deepening your teams' understanding of what assessment for learning looks like in the classroom and how to plan for it. (Chapters 2 – 7; 11 & 12)
11:30 – 12:15	Lunch (served on premises)

AGENDA	
TIME	ACTIVITY
12:15 – 2:00	How to help you teams evaluate assessments for quality (accuracy and effective use). (Chapters 4 – 7) <ul style="list-style-type: none">• Practice the process with ETS examples• Practice the process with your own examples*
2:00 – 2:10	Break
2:10 – 3:20	Team planning for one or more meetings
3:20 – 3:30	Closure

*Participants bring their own assessment examples and content standards assessed by their examples.

Materials for the day will include directions and all resources needed to carry out more than 30 activities that can be used to deepen understanding of assessment quality and effective use. Some activities will be modeled and others will be explained. Some are hands-on experiences, some require working with artifacts from the classroom, and some are discussion-based. All activities link directly to the content of one or more chapters of *Classroom Assessment for Student Learning: Doing It Right—Using It Well*.

Section IV – Must Provide Needed Materials

ETS will provide the necessary materials to support the professional development activities proposed for this RFQ. The Rick Stiggins classroom assessment books and materials that will be provided include the following:

- 800 text copies of "Classroom Assessment for Student Learning," which is designed for use in school-based learning team professional development.
- 100 sets of seven (7) interactive training videos, entitled:
 - Assessment for Student Motivation
 - Evaluating Assessment Quality
 - Assessing Reasoning in the Classroom
 - Commonsense Paper-and-Pencil Tests
 - Designing Performance Assessments for Learning
 - Report Card Grading
 - Student-Involved Conferences
- 200 copies of *Assessment FOR Learning: An Action Guide for School Leaders*.
- Copies (as needed) for each participating school of the DVD *New Mission, New Beliefs*.
- 100 copies of the *Learning Team Facilitator* for each participating school.

ETS understands that, while the materials may not exceed the quantities or costs provided, the state may choose not to purchase the quantities listed per product. Participating counties will be able to purchase the above materials at the same unit cost defined in the Pricing Page included with this proposal.