

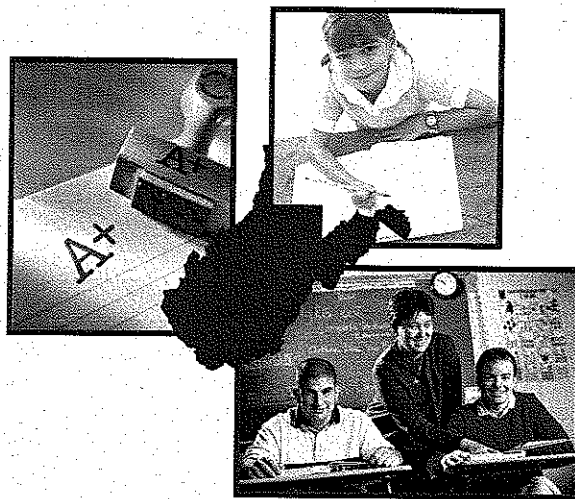
ORIGINAL

Quotation

West Virginia Test of English Language Learning (WESTELL)

RFQ # EDD303930

Due Date • 11 December 2008 • 1:30 p.m.



Submitted to:

Shelly Murray
Purchasing Division
West Virginia Department of Administration
2019 Washington Street East
Building 15
Charleston, WV 25305-0130

Submitted by:



MEASUREMENT
INCORPORATED

423 Morris Street • Durham, North Carolina 27701
Tel 919.683.2413 • Fax 919.683.1531 • Web www.measinc.com
Contact: Henry H. Scherich, Ph.D, President
hscherich@measinc.com

December 9, 2008

RECEIVED

08 DEC 10 PM 3:00

PURCHASING DIVISION
STATE OF WV

Ms. Shelly Murray
Department of Administration
Purchasing Division
Building 15
2019 Washington Street, East
Charleston, WV 25305-0130

Dear Ms. Murray:

Measurement Incorporated (MI) is pleased to submit this response to the Request for Quotation (RFQ) No. EDD303930, issued October 8, 2008 for the operational implementation of an annual statewide English Language Proficiency (ELP) Assessment for students with limited English proficiency (LEP) called the West Virginia Test of English Language Learning (WESTELL). MI is a recognized leader in development, administration, scoring, and reporting for large-scale testing programs and is fully committed to meeting or exceeding the expectations of the West Virginia Department of Education (WVDE) as outlined in the RFQ.

Execution of Technical Plan

The WVDE is already familiar with MI as the current contractor for WESTELL since 2005. MI is contracted by the Council of Chief State School Officers (CCSSO) to develop, produce, and score a standards-based English Language Development Assessment (ELDA) for LEP students in a multi-state consortium known as the State Collaborative on Assessment and Student Standards (SCASS). Since West Virginia is part of this consortium, MI has been able to provide the ELDA with modifications to serve as the WESTELL assessment.

As we have done since 2005, our plan is to continue providing the ELDA as the annual test required by this RFQ. MI will perform all distribution/collection of test and support materials, staff development training, scoring, and reporting, as detailed on pages 11-24 of the RFQ. Our experienced staff will continue to carry out these tasks in the same professional manner that the WVDE has come to expect from MI under the current contract.

In addition to the services we currently provide, the RFQ lists several new or revised activities, which we note below. These activities range in scope from quite small to quite large and collectively have a significant impact on the total cost of the project, as reflected in the price per student.

1. Training Procedures (p. 12) – the RFQ specifies that the Contractor provide initial train-the-trainers workshops to all state and local district personnel involved in ELDA administration as well as at least three regional administration training workshops annually.
2. Distribution of Test and Test Support Materials (p. 13) – the Contractor is to maintain, provide bi-annually to WVDE, and make available to other district testing coordinators via the web a district and school test coordinator contact list.
3. Scoring Procedures for Constructed Responses (p. 16) – the RFQ specifies a 20% second read; currently we do a 10% second read for West Virginia ELDA Writing tests.

4. Local Scoring and Training Option for Speaking (p. 16) – the RFQ requests local scoring procedures that provide options for simultaneous testing and scoring in individual settings as well as for doing so in small groups. Currently, local test administrators score the speaking portions of the tests of approximately 1,000 students, while MI scores tape-recorded responses of the remaining students. The administration manual provides options for one-to-one as well as small-group administration procedures (up to six students) for simultaneous administration/scoring. MI will provide optional scorer training on a per-workshop basis.
5. Alignment Study (p. 19) – In 2008, MI arranged for an ELDA alignment study for Arkansas. The procedures for such a study are fairly straightforward and involve a group of teachers familiar with the official state content standards, working under the guidance of a disinterested third party. MI will work with WVDE staff to clarify the requirements for such a study under NCLB and will help identify an independent evaluator to conduct the study under a separate contract with the WVDE. We believe that it would be inadvisable for us as the vendor for ELDA to conduct the alignment study if the results of that study are to have credibility with peer reviewers.
6. Narrative Report Specifications (p. 21) – MI currently prepares an annual technical report for two other states and for the consortium but not specifically for West Virginia. We will add one report per year to the reporting for West Virginia and reflect the cost in the total per-student cost specified in the RFQ.
7. Communications Plan (p. 23) – Currently, Mr. Dunbar communicates directly with the WVDE on matters related to ELDA. In the upcoming year, Mr. Dunbar will work with WVDE staff to develop a broader communications plan that includes the various audiences listed in the RFQ.
8. Research Projects (p. 24) – In previous years, MI has carried out research projects specified and approved by the ELDA SCASS. MI and CCSSO negotiate the cost and scope of each such project prior to approval and execution. The structure of the RFQ is such that it would be virtually impossible to set a fixed cost for an undefined scope of work and then prorate that cost on a per-student. Instead, we have moved the costs for research projects to Supplementary Costs.
9. Up to this time, there have been no ELDA screeners. Over the past year, MI has been working with the ELDA SCASS to develop and field test a screener for grades 3-12 and K-2. The screener for grades 3-12 is now in the final stages of preparation for review on November 14, 2008. It will be available in early 2009. The K-2 screener is also under review in November 2008 and will be field tested in early 2009 for release in the spring of 2009. The cost per student is still under consideration by the ELDA SCASS, but that cost will be fixed in late 2008, to apply in 2009.

Relevant Experience (Mandatory Specification)

In addition to successfully accomplishing all tasks associated with the current WESTELL assessment contract over the past three years, MI has additional experience with LEP assessments as part of our development and scoring contracts with other state departments of education. Similar projects are listed and briefly described below. Please see page 18 of our Corporate Capabilities (Section III of this Quotation) for additional details and a more complete list of our other recent projects. Client contact information is also provided, and the WVDE should feel free to contact any of our clients for reference purposes.

1. **Council of Chief State School Officers (CCSSO) English Language Development Assessment (ELDA) (2004-present).** MI is contracted by the CCSSO to produce and score a standards-based assessment for Limited English proficient (LEP) students in a multi-state consortium known as the State Collaborative on Assessment and Student Standards (SCASS). The assessment is designed to measure the annual growth of English language development in the domains of speaking, listening, reading, and writing among LEP students as required under Title III of the No Child Left Behind Act of 2001. MI constructs and prints test forms for the

census test for grade clusters K, 1-2, 3-5, 6-8, and 9-12. In 2007, there were more than 70,000 students in the census test. Between 2003 and 2005, MI worked with CCSSO staff and representatives to establish performance level indicators and to conduct standard setting for grade clusters 3-5, 6-8, and 9-12. Additionally, we develop and provide all training materials and administration manuals and provide speaking and listening prompt tapes or CDs and ship them to districts within the states. Upon return of completed assessments, we conduct all scoring of items including multiple-choice, short constructed-response, and extended constructed-response.

2. **Tennessee Comprehensive Assessment Program (TCAP) – English Language Proficiency Assessment (2007-2011).** Tennessee assesses K-12 students with Limited English Proficiency in speaking, listening, reading, writing, and comprehension through the use of the ELDA (English Language Development Assessment) that MI developed in conjunction with the Council of Chief State School Officers (CCSSO) and a consortium of its member states. MI conducts standard setting; develops, prints, and ships ancillary materials and interpretive guides; produces versions in large print, Braille, and audio; performs all handscoring services; and produces electronic reports at the student, school, and state levels. In addition, we perform a wide array of psychometric services. In 2008, MI tested 27,299 students under this program.
3. **Arkansas English Language Proficiency Assessment (2003-2006 and 2007-2013).** In conjunction with the Council of Chief State School Officers (CCSSO), MI provides a criterion-referenced test to assess the reading, writing, speaking, and listening skills of students with Limited English Proficiency in grades K-12. MI conducts psychometric analyses, develops and prints ancillary materials, performs scanning and handscoring, and reports results in electronic formats. The assessment involves approximately 24,000 LEP students per year in grades K-12.
4. **Illinois Measure of Annual Growth in English (1996-2007).** Through 2007, MI was responsible for scoring the math portion of IMAGE, which was based, in part, on the same multi-feature, extended-response scoring rubric as ISAT math (see below) and involved approximately 60,000 Limited English Proficiency (LEP) students in grades 3 through 8. In addition to scoring one extended-response item per grade, two short response items are scored per grade on a two-point scale. Until 2005, MI was also responsible for handscoring the essay portion of IMAGE, which measured the progress of LEP students in attaining the English language reading and writing skills needed to achieve the *Illinois Learning Standards*. The IMAGE analytic score scale consisted of five categories. Focus, Support/Elaboration, Organization, and Language Production were each scored on a six-point scale. Mechanics was scored on a two-point scale. Each of the approximately 30,000 students wrote four essays, responding to descriptive, persuasive, narrative, and expository prompts.

Additional Quotation Documents

Our quotation response includes the following additional items:

1. **Mandatory Forms:**
 - RFQ & Addenda Forms
 - Vendor Preference Certificate
 - Purchasing Affidavit
2. **Costs:**
 - Cost Sheet
 - Supplementary Costs
3. **Measurement Incorporated Corporate Capabilities**
(Project experience list and reference contact information beginning on page 18)

A Note About Costs

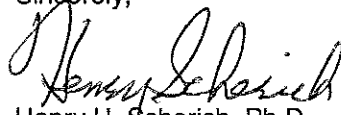
I would like to add one final note about the costs we have provided in response to this RFQ, relative to costs we have provided in the past. This RFQ specifies several tasks (described above) that add significantly to the total cost of administering ELDA. These costs are to be spread over a rather small number of students. On the Supplementary Costs page, we show the difference between the costs as they would have been without these additions and those same costs with the additions. We have further subdivided these add-on costs by task in anticipation of possible further discussion of tasks that might be reduced or eliminated, should their cost be prohibitive.

Summary

I believe MI will provide the WVDE with the best possible assessment solution for West Virginia's LEP students in grades K-12. We offer a group of highly qualified professionals dedicated to providing the most accurate, reliable, and efficient services in item and test development, printing, distribution, scoring, reporting, and analysis. We look forward to the possibility of serving the WVDE again under this new contract.

I will be the principal contact person at MI for this proposal and would be pleased to be contacted by the State via email at hscherich@measinc.com or at the address, fax, or phone number on this letterhead.

Sincerely,



Henry H. Scherich, Ph.D.
President



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
EDD303930

PAGE
1

ADDRESS CORRESPONDENCE TO ATTENTION OF
SHELLY MURRAY
304-558-8801

RFQ COPY

TYPE NAME/ADDRESS HERE

Measurement Incorporated
 423 Morris St
 Durham, NC 27701

SHIP TO

DEPARTMENT OF EDUCATION
 BUILDING 6
 1900 KANAWHA BOULEVARD, EAST
 CHARLESTON, WV
 25305-0330

DATE PRINTED	TERMS OF SALE	SHIP VIA	F.O.B.	FREIGHT TERMS
10/08/2008	N/A	N/A	N/A	N/A

BID OPENING DATE: **11/13/2008** BID OPENING TIME: **01:30PM**

LINE	QUANTITY	UOP	CAT. NO.	ITEM NUMBER	UNIT PRICE	AMOUNT
0001	1	EA		924-10	\$51,302.00	\$51,302.00
<p>THE WV PURCHASING DIVISION, FOR THE AGENCY, THE WV DEPARTMENT OF EDUCATION, IS SOLICITING BIDS FOR AN OPEN END CONTRACT TO PROVIDE THE AGENCY WITH ASSESSMEN FOR ALL WV LIMITED ENGLISH PROFICIENT (LEP) STUDENTS.</p> <p>ATTACHMENTS: SPECIFICATIONS VENDOR PREFERENCE CERTIFICATE PURCHASING AFFIDAVIT</p> <p>INQUIRES: WRITTEN QUESTIONS SHALL BE ACCEPTED THROUGH CLOSE OF BUSINESS ON 10/29/2008. QUESTIONS MAY BE SENT VIA USPS, FAX, COURIER, OR EMAIL. IN ORDER TO ASSURE NO VENDOR RECEIVES AN UNFAIR ADVANTAGE, NO SUBSTANTIVE QUESTIONS WILL BE ANSWERED ORALLY. IF POSSIBLE, EMAIL QUESTIONS ARE PREFERRED. ADDRESS INQUIRES TO:</p> <p style="text-align: center;">SHELLY MURRAY DEPARTMENT OF ADMINISTRATION PURCHASING DIVISION 2019 WASHINGTON STREET, EAST CHARLESTON, WV 25311 FAX: 304-558-4115 EMAIL: SHELLY.L.MURRAY@WV.GOV</p>						
		CONSULTING, EDUCATIONAL				

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE <i>J. Henry H. Schesch</i>	TELEPHONE 919-683-2413	DATE 12/9/2008
TITLE President	FEIN 56 1264255	ADDRESS CHANGES TO BE NOTED ABOVE

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

GENERAL TERMS & CONDITIONS
REQUEST FOR QUOTATION (RFQ) AND REQUEST FOR PROPOSAL (RFP)

1. Awards will be made in the best interest of the State of West Virginia.
2. The State may accept or reject in part, or in whole, any bid.
3. All quotations are governed by the *West Virginia Code* and the *Legislative Rules* of the Purchasing Division.
4. Prior to any award, the apparent successful vendor must be properly registered with the Purchasing Division and have paid the required \$125 fee.
5. All services performed or goods delivered under State Purchase Order/Contracts are to be continued for the term of the Purchase Order/Contracts, contingent upon funds being appropriated by the Legislature or otherwise being made available. In the event funds are not appropriated or otherwise available for these services or goods, this Purchase Order/Contract becomes void and of no effect after June 30.
6. Payment may only be made after the delivery and acceptance of goods or services.
7. Interest may be paid for late payment in accordance with the *West Virginia Code*.
8. Vendor preference will be granted upon written request in accordance with the *West Virginia Code*.
9. The State of West Virginia is exempt from federal and state taxes and will not pay or reimburse such taxes.
10. The Director of Purchasing may cancel any Purchase Order/Contract upon 30 days written notice to the seller.
11. The laws of the State of West Virginia and the *Legislative Rules* of the Purchasing Division shall govern all rights and duties under the Contract, including without limitation the validity of this Purchase Order/Contract.
12. Any reference to automatic renewal is hereby deleted. The Contract may be renewed only upon mutual written agreement of the parties.
13. **BANKRUPTCY:** In the event the vendor/contractor files for bankruptcy protection, this Contract may be deemed null and void, and terminated without further order.
14. **HIPAA BUSINESS ASSOCIATE ADDENDUM:** The West Virginia State Government HIPAA Business Associate Addendum (BAA), approved by the Attorney General, and available online at the Purchasing Division's web site (<http://www.state.wv.us/admin/purchase/vrc/hipaa.htm>) is hereby made part of the agreement. Provided that, the Agency meets the definition of a Cover Entity (45 CFR §160.103) and will be disclosing Protected Health Information (45 CFR §160.103) to the vendor.
15. **WEST VIRGINIA ALCOHOL & DRUG-FREE WORKPLACE ACT:** If this Contract constitutes a public improvement construction contract as set forth in Article 1D, Chapter 21 of the West Virginia Code ("The West Virginia Alcohol and Drug-Free Workplace Act"), then the following language shall hereby become part of this Contract: "The contractor and its subcontractors shall implement and maintain a written drug-free workplace policy in compliance with the West Virginia Alcohol and Drug-Free Workplace Act, as set forth in Article 1D, Chapter 21 of the West Virginia Code. The contractor and its subcontractors shall provide a sworn statement in writing, under the penalties of perjury, that they maintain a valid drug-free work place policy in compliance with the West Virginia and Drug-Free Workplace Act. It is understood and agreed that this Contract shall be cancelled by the awarding authority if the Contractor: 1) Fails to implement its drug-free workplace policy; 2) Fails to provide information regarding implementation of the contractor's drug-free workplace policy at the request of the public authority; or 3) Provides to the public authority false information regarding the contractor's drug-free workplace policy."

INSTRUCTIONS TO BIDDERS

1. Use the quotation forms provided by the Purchasing Division.
2. **SPECIFICATIONS:** Items offered must be in compliance with the specifications. Any deviation from the specifications must be clearly indicated by the bidder. Alternates offered by the bidder as **EQUAL** to the specifications must be clearly defined. A bidder offering an alternate should attach complete specifications and literature to the bid. The Purchasing Division may waive minor deviations to specifications.
3. Complete all sections of the quotation form.
4. Unit prices shall prevail in case of discrepancy.
5. All quotations are considered F.O.B. destination unless alternate shipping terms are clearly identified in the quotation.
6. **BID SUBMISSION:** All quotations must be delivered by the bidder to the office listed below prior to the date and time of the bid opening. Failure of the bidder to deliver the quotations on time will result in bid disqualifications: Department of Administration, Purchasing Division, 2019 Washington Street East, P.O. Box 50130, Charleston, WV 25305-0130



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
EDD303930

PAGE
2

ADDRESS CORRESPONDENCE TO ATTENTION OF
**SHELLY MURRAY
 304-558-8801**

RFQ COPY

TYPE NAME/ADDRESS HERE

Measurement Incorporated
 423 Morris St
 Durham, NC 27701

SHIP TO

DEPARTMENT OF EDUCATION
 BUILDING 6
 1900 KANAWHA BOULEVARD, EAST
 CHARLESTON, WV
 25305-0330

DATE PRINTED	TERMS OF SALE	SHIP VIA	F.O.B.	FREIGHT TERMS
10/08/2008	N/A	N/A	N/A	N/A

BID OPENING DATE: **11/13/2008** BID OPENING TIME **01:30PM**

LINE	QUANTITY	UOP	CAT NO	ITEM NUMBER	UNIT PRICE	AMOUNT
<p>EXHIBIT 3</p> <p>LIFE OF CONTRACT: THIS CONTRACT BECOMES EFFECTIVE 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 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</p>						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE <i>Henry D. Scherub</i>	TELEPHONE 919-683-2413	DATE 12/9/2008
TITLE President	FEIN 56 1264255	ADDRESS CHANGES TO BE NOTED ABOVE

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



State of West Virginia
 Department of Administration
 Purchasing Division
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ADDRESS CORRESPONDENCE TO ATTENTION OF
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VENDOR

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Measurement Incorporated
 423 Morris St
 Durham, NC 27701

BUYER

DEPARTMENT OF EDUCATION
BUILDING 6
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10/08/2008	N/A	N/A	N/A	N/A

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LINE	QUANTITY	UOP	CAT NO	ITEM NUMBER	UNIT PRICE	AMOUNT
<p>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>ORDERING PROCEDURE: SPENDING UNIT(S) SHALL ISSUE A WRITTEN STATE CONTRACT ORDER (FORM NUMBER WV-39) TO THE VENDOR FOR COMMODITIES COVERED BY THIS CONTRACT. THE ORIGINAL COPY OF THE WV-39 SHALL BE MAILED TO THE VENDOR AS AUTHORIZATION FOR SHIPMENT, A SECOND COPY MAILED TO THE PURCHASING DIVISION, AND A THIRD COPY RETAINED BY THE SPENDING UNIT.</p> <p>BANKRUPTCY: IN THE EVENT THE VENDOR/CONTRACTOR FILES FOR BANKRUPTCY PROTECTION, THIS CONTRACT IS AUTOMATICALLY 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>EXHIBIT 6</p>						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE <i>Henry H. Scherck</i>	TELEPHONE 919-683-2413	DATE 12/9/2008
TITLE President	FEIN 56 1264255	ADDRESS CHANGES TO BE NOTED ABOVE

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



State of West Virginia
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Request for Quotation

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4

ADDRESS CORRESPONDENCE TO ATTENTION OF
SHELLY MURRAY
304-558-8801

RFQ COPY

TYPE NAME/ADDRESS HERE

Measurement Incorporated
 423 Morris St
 Durham, NC 27701

SHIP TO

DEPARTMENT OF EDUCATION
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10/08/2008	N/A	N/A	N/A	N/A
BID OPENING DATE: 11/13/2008		BID OPENING TIME 01:30PM		

LINE	QUANTITY	UOP	CAT. NO.	ITEM NUMBER	UNIT PRICE	AMOUNT
<p>PRICE ADJUSTMENT PROVISION: THE STATE OF WEST VIRGINIA WILL CONSIDER BIDS THAT CONTAIN PROVISIONS FOR PRICE ADJUSTMENTS PRIOR TO THE ORIGINAL EXPIRATION OF THE CONTRACT, PROVIDED THAT SUCH PRICE ADJUSTMENT COVERS BOTH UPWARD AND DOWNWARD MOVEMENT OF THE COMMODITY PRICE, AND THAT ADJUSTMENT IS BASED ON THE "PASS THROUGH" INCREASE OR DECREASE OF RAW MATERIALS AND/OR LABOR, WHICH MAKE UP ALL OR A SUBSTANTIAL PART OF A PRODUCT. ADJUSTMENTS ARE TO BE BASED UPON AN ACTUAL DOLLAR FIGURE, NOT A PERCENTAGE. ALL PRICE ADJUSTMENT REQUESTS MUST BE SUBSTANTIATED IN A MANNER ACCEPTABLE TO THE DIRECTOR PURCHASING, E.G. GOVERNMENTAL BENCH MARKS, GENERAL MARKET INCREASE, PUBLISHED PRICE LISTS. SUCH REQUESTS FOR AND INCREASE SHOULD BE RECEIVED IN WRITING BY THE DIRECTOR OF PURCHASING AT LEAST 30 DAYS IN ADVANCE OF THE EFFECTIVE DATE OF THE INCREASE. ANY TIME THE VENDOR REQUESTS A PRICE ADJUSTMENT, THE PURCHASING DIVISION MAY EITHER ACCEPT THE PRICE ADJUSTMENT AND AMEND THE CONTRACT ACCORDINGLY OR REJECT THE ADJUSTMENT IN ITS ENTIRETY AND CANCEL THE CONTRACT.</p> <p>PREFERRED TERMS: IT IS PREFERRED THAT THE PRICES ON THIS CONTRACT ARE FIRM FOR LIFE OF THE CONTRACT, AS INDICATED IN THE LIFE OF CONTRACT CLAUSE CONTAINED HEREIN, NOT TO EXCEED ONE (1) YEAR.</p> <p>PASS THROUGH PRICE INCREASES WILL BE CONSIDERED AT TIME OF CONTRACT RENEWAL ONLY.</p> <p style="text-align: center;">NOTICE</p> <p>A SIGNED BID MUST BE SUBMITTED TO:</p>						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE <i>Henry W. Schuch</i>	TELEPHONE 919-683-2413	DATE 12/9/2008
TITLE President	FEIN 56 1264255	ADDRESS CHANGES TO BE NOTED ABOVE

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



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**Request for
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 423 Morris St
 Durham, NC 27701

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 CHARLESTON, WV
 25305-0330

DATE PRINTED	TERMS OF SALE	SHIP VIA	F.O.B.	FREIGHT TERMS
11/12/2008	N/A	N/A	N/A	N/A

BID OPENING DATE	BID OPENING TIME
12/04/2008	01:30PM

LINE	QUANTITY	UOP	CAT. NO.	ITEM NUMBER	UNIT PRICE	AMOUNT
ADDENDUM NO. 1						
THIS ADDENDUM IS ISSUED TO EXTEND THE BID OPENING DATE						
FROM: 11/13/2008						
TO : 12/04/2008						
A FUTURE ADDENDUM WILL BE ISSUED TO ADDRESS THE						
QUESTIONS RECEIVED PRIOR TO THE QUESTION SUBMISSION						
DEADLINE OF 10/29/2008.						
0001	1	EA		924-10	\$51,302.00	\$51,302.00
CONSULTING, EDUCATIONAL						
EXHIBIT 10						
REQUISITION NO. : EDD303930						
ADDENDUM ACKNOWLEDGEMENT						
I HEREBY ACKNOWLEDGE RECEIPT OF THE FOLLOWING CHECKED						
ADDENDUM(S) AND HAVE MADE THE NECESSARY REVISIONS TO MY						
PROPOSAL, PLANS AND/OR SPECIFICATION, ETC.						
ADDENDUM NO. S:						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE <i>Henry H. Scherish</i>	TELEPHONE 919-683-2413	DATE 12/9/2008
TITLE President	FEIN 56 1264255	ADDRESS CHANGES TO BE NOTED ABOVE

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



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

WV PURCHASING ACA SECT Fax 304-558-4115

Nov 12 2008 01:14pm P002/002

Request for Quotation

RFQ NUMBER
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PAGE
 2

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 SHELLY MURRAY
 304-558-8801

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 CHARLESTON, WV
 25305-0330

DATE PRINTED	TERMS OF SALE	SHIP VIA	F.O.B.	FREIGHT TERMS
11/12/2008	N/A	N/A	N/A	N/A

BID OPENING DATE: 12/04/2008 BID OPENING TIME: 01:30PM

LINE	QUANTITY	UOP	CAT NO	ITEM NUMBER	UNIT PRICE	AMOUNT
NO. 1	✓					
NO. 2						
NO. 3						
NO. 4						
NO. 5						

I UNDERSTAND THAT FAILURE TO CONFIRM THE RECEIPT OF THE ADDENDUM(S) MAY BE CAUSE FOR REJECTION OF BIDS.

VENDOR MUST CLEARLY UNDERSTAND THAT ANY VERBAL REPRESENTATION MADE OR ASSUMED TO BE MADE DURING ANY ORAL DISCUSSION HELD BETWEEN VENDOR'S REPRESENTATIVES AND ANY STATE PERSONNEL IS NOT BINDING. ONLY THE INFORMATION ISSUED IN WRITING AND ADDED TO THE SPECIFICATIONS BY AN OFFICIAL ADDENDUM IS BINDING.

.....
 SIGNATURE
 Measurement Incorporated

 COMPANY
 12/9/2008

 DATE

REV. 11/96

----- END OF ADDENDUM NO. 1 -----

SEE REVERSE SIDE FOR TERMS AND CONDITIONS			
SIGNATURE <i>Denny H. Schorck</i>	TELEPHONE 919-683-2413	DATE 12/9/2008	
TITLE President	FEIN 56 1264255	ADDRESS CHANGES TO BE NOTED ABOVE	

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



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

Request for Quotation

RFC NUMBER
 EDD303930

PAGE
 1

ADDRESS CORRESPONDENCE TO ATTENTION OF
 SHELLY MURRAY
 304-558-8801

RFQ COPY

TYPE NAME/ADDRESS HERE

Measurement Incorporated
 423 Morris St
 Durham, NC 27701

SHIP TO

DEPARTMENT OF EDUCATION
 BUILDING 6
 1900 KANAWHA BOULEVARD, EAST
 CHARLESTON, WV
 25305-0330

DATE PRINTED	TERMS OF SALE	SHIP VIA	F.O.B.	FREIGHT TERMS
12/01/2008	N/A	N/A	N/A	N/A
BID OPENING DATE: 12/11/2008		BID OPENING TIME 01:30PM		

LINE	QUANTITY	UOF	CAT. NO.	ITEM NUMBER	UNIT PRICE	AMOUNT
0001	1	EA		924-10	\$51,302.00	\$51,302.00
<p>----- ADDENDUM NO. 2 -----</p> <p>THIS ADDENDUM IS ISSUED TO ADDRESS QUESTIONS AND CONCERNS RAISED PRIOR TO THE QUESTION SUBMISSION DEADLINE OF 10/29/2008.</p> <p>ATTACHMENT: QUESTIONS AND RESPONSES</p> <p>THE BID OPENING DATE IS EXTENDED:</p> <p>FROM: 12/04/2008 TO : 12/11/2008</p> <p>CONSULTING, EDUCATIONAL</p> <p>EXHIBIT 10</p> <p>REQUISITION NO.: EDD303930</p> <p>ADDENDUM ACKNOWLEDGEMENT</p> <p>I HEREBY ACKNOWLEDGE RECEIPT OF THE FOLLOWING CHECKED ADDENDUM(S) AND HAVE MADE THE NECESSARY REVISIONS TO MY PROPOSAL, PLANS AND/OR SPECIFICATION, ETC.</p> <p>ADDENDUM NO.'S:</p>						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE <i>Henry H. Scherck</i>	TELEPHONE 919-683-2413	DATE 12/9/2008
TITLE President	FEIN 56 1264255	ADDRESS CHANGES TO BE NOTED ABOVE

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 Department of Administration
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Request for Quotation

RFQ NUMBER
 EDD303930

PAGE
 2

ADDRESS CORRESPONDENCE TO ATTENTION OF
 SHELLY MURRAY
 304-558-8801

VENDOR

RFQ COPY
 TYPE NAME/ADDRESS HERE

Measurement Incorporated
 423 Morris St
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.....
 SIGNATURE
 Measurement Incorporated

 COMPANY
 12/9/2008

 DATE

REV. 11/96

----- END OF ADDENDUM NO. 2 -----

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE <i>Henry H. Schuch</i>	TELEPHONE 919-683-2413	DATE 12/9/2008
TITLE President	FEIN 56 1264255	ADDRESS CHANGES TO BE NOTED ABOVE

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

State of West Virginia
VENDOR PREFERENCE CERTIFICATE

Certification and application* is hereby made for Preference in accordance with *West Virginia Code*, §5A-3-37. (Does not apply to construction contracts). *West Virginia Code*, §5A-3-37, provides an opportunity for qualifying vendors to request (at the time of bid) preference for their residency status. Such preference is an evaluation method only and will be applied only to the cost bid in accordance with the *West Virginia Code*. This certificate for application is to be used to request such preference. The Purchasing Division will make the determination of the Resident Vendor Preference, if applicable.

1. Application is made for 2.5% resident vendor preference for the reason checked:

- _____ 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,
 _____ Bidder is a partnership, association or corporation resident vendor and has maintained its headquarters or principal place of business continuously in 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) years immediately preceding the date of this certification; or,
 _____ Bidder is a 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; or,

2. Application is made for 2.5% resident vendor preference for the reason checked:

- _____ 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; or,

3. Application is made for 2.5% resident vendor preference for the reason checked:

- _____ 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 Bidder's 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; or,

4. Application is made for 5% resident vendor preference for the reason checked:

- _____ Bidder meets either the requirement of both subdivisions (1) and (2) or subdivision (1) and (3) as stated above; or,

5. Application is made for 3.5% resident vendor preference who is a veteran for the reason checked:

- _____ Bidder is an individual resident vendor who is a veteran of the United States armed forces, the reserves or the National Guard and has resided in West Virginia continuously for the four years immediately preceding the date on which the bid is submitted; or,

6. Application is made for 3.5% resident vendor preference who is a veteran for the reason checked:

- _____ Bidder is a resident vendor who is a veteran of the United States armed forces, the reserves or the National Guard, if, for purposes of producing or distributing the commodities or completing the project which is the subject of the vendor's bid and continuously over the entire term of the project, on average at least seventy-five percent of the vendor's employees are residents of West Virginia who have resided in the state continuously for the two immediately preceding years.

Bidder understands if the Secretary of Revenue determines that a Bidder receiving preference has failed to continue to meet the requirements for such preference, the Secretary may order the Director of Purchasing to: (a) reject the bid; 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.

By submission of this certificate, Bidder agrees to disclose any reasonably requested information to the Purchasing Division and authorizes the Department of 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.

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.

Bidder: _____ Signed: _____

Date: _____ Title: _____
 No Vendor Preference Categories Apply to Measurement Incorporated

*Check any combination of preference consideration(s) indicated above, which you are entitled to receive.

STATE OF WEST VIRGINIA
Purchasing Division

PURCHASING AFFIDAVIT

VENDOR OWING A DEBT TO THE STATE:

West Virginia Code §5A-3-10a provides that: No contract or renewal of any contract may be awarded by the state or any of its political subdivisions to any vendor or prospective vendor when the vendor or prospective vendor or a related party to the vendor or prospective vendor is a debtor and the debt owed is an amount greater than one thousand dollars in the aggregate.

PUBLIC IMPROVEMENT CONTRACTS & DRUG-FREE WORKPLACE ACT:

West Virginia Code §21-1D-5 provides that: Any solicitation for a public improvement construction contract shall require each vendor that submits a bid for the work to submit at the same time an affidavit that the vendor has a written plan for a drug-free workplace policy in compliance with Article 1D, Chapter 21 of the West Virginia Code. A public improvement construction contract may not be awarded to a vendor who does not have a written plan for a drug-free workplace policy in compliance with Article 1D, Chapter 21 of the West Virginia Code and who has not submitted that plan to the appropriate contracting authority in timely fashion. For a vendor who is a subcontractor, compliance with Section 5, Article 1D, Chapter 21 of the West Virginia Code may take place before their work on the public improvement is begun.

ANTITRUST:

In submitting a bid to any agency for the state of West Virginia, the bidder offers and agrees that if the bid is accepted the bidder will convey, sell, assign or transfer to the state of West Virginia all rights, title and interest in and to all causes of action it may now or hereafter acquire under the antitrust laws of the United States and the state of West Virginia for price fixing and/or unreasonable restraints of trade relating to the particular commodities or services purchased or acquired by the state of West Virginia. Such assignment shall be made and become effective at the time the purchasing agency tenders the initial payment to the bidder.

I certify that this bid is made without prior understanding, agreement, or connection with any corporation, firm, limited liability company, partnership or person or entity submitting a bid for the same materials, supplies, equipment or services and is in all respects fair and without collusion or fraud. I further certify that I am authorized to sign the certification on behalf of the bidder or this bid.

LICENSING:

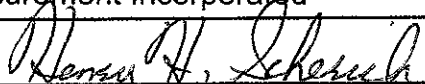
Vendors must be licensed and in good standing in accordance with any and all state and local laws and requirements by any state or local agency of West Virginia, including, but not limited to, the West Virginia Secretary of State's Office, the West Virginia Tax Department, West Virginia Insurance Commission, or any other state agencies or political subdivision. Furthermore, the vendor must provide all necessary releases to obtain information to enable the Director or spending unit to verify that the vendor is licensed and in good standing with the above entities.

CONFIDENTIALITY:

The vendor agrees that he or she will not disclose to anyone, directly or indirectly, any such personally identifiable information or other confidential information gained from the agency, unless the individual who is the subject of the information consents to the disclosure in writing or the disclosure is made pursuant to the agency's policies, procedures and rules. Vendors should visit www.state.wv.us/admin/purchase/privacy for the Notice of Agency Confidentiality Policies.

Under penalty of law for false swearing (*West Virginia Code* §61-5-3), it is hereby certified that the vendor acknowledges the information in this said affidavit and is in compliance with the requirements as stated.

Vendor's Name: Measurement Incorporated

Authorized Signature:  Date: 12/9/2008

**EDD303930
COST SHEET**

Operations Contractor for ELP Assessment

Quote 1: All Inclusive Price Per Student of Annual Assessment Operations Using West Virginia-Owned Test With **Vendor Scoring of All Portions** of the Test

Quote 2: All Inclusive Price Per Student of Annual Assessment Operations Using West Virginia-Owned Test With Vendor Scoring of Listening, Reading and Writing and **Local Scoring of the Speaking Portion** of the Test

Quote 3: All Inclusive Price Per Student of Annual Assessment Operations Using West Virginia-Owned Test for materials that are ordered, printed, and shipped but **Not Scored**

	Cost Per Student	*Estimated Quantity	Total
Vendor Scoring of all Portions	\$34.65	X 600	\$2,0790.00
Local Scoring of the Speaking (Vendor Scoring of all other portions)	\$27.90	X 1050	\$29,295.00
Materials that are ordered but Not Scored	\$24.34	X 50	\$1,217.00
Total Quote			\$51,302.00

Item Pricing

Vendors may be asked to quote prices in response to this RFQ. Vendors must realize that quantities, when provided, are estimates and will be used in the evaluation of the RFP. However, it is the intent of the RFQ that this contract be awarded as an open-ended contract. The actual quantities needed is anticipated to fluctuate and unknown at this time. The vendor's rate will be established as a result of this award, but the quantity of items needed will be considered open-ended, to be authorized in advance by the WVDE.

Supplementary Cost Information

The Cost Sheet contained in the RFQ was reproduced on the previous page with our costs per student, estimated quantities, and total costs for each of three delivery/scoring options. Because the costs per student are essentially twice the current rates, we offer the following explanation (complete with cost breakdown) and an invitation to the WVDE to consider ways to reduce per-student and overall costs for this project.

1. Basic Per-Student Costs

Had MI and the WVDE continued under the same contract conditions as in 2007-08, the basic costs per student would have been as follows:

Scoring/Delivery Option	Cost Per Student
Vendor scoring of all portions	\$ 20.71
Local scoring of the Speaking (vendor scoring all other portions)	\$ 13.96
Materials that are ordered but not scored	\$ 10.40

2. Costs for Newly Added Tasks/Services

Task	Labor	Travel	Materials	Total
4 Training Workshops	2,764	3,200	400	\$ 6,364.00
Upload Contact List	691			\$ 691.00
20% Second Read (up from 10%)	6,156			\$ 6,156.00
Tech Report	4,500			\$ 4,500.00
Communication Plan	5,182	800		\$ 5,982.00
Subtotal - Additional Tasks				\$23,693.00

When the total cost of these additional tasks and services is apportioned over 1,700 students, the per-student cost comes to **\$13.94**. This cost, added to the Basic Per-Student Costs shown above, produces the cost estimates shown on the Cost Sheet (page 2.1). Thus, the cost estimates on the Cost Sheet can be reduced by \$13.94 per student or some portion of that amount, depending on the number of tasks listed in the table above that the WVDE wishes to reduce or eliminate.

3. Optional Cost – Local Scoring Training

The RFQ described this activity as optional. The cost of this option, as described in our response, is **\$1,891 per workshop**.

4. Other Costs

Alignment Study – To be costed separately under a different contract with an independent contractor.

Screeners – Costs for the ELDA 3-12 and K-2 screening instruments will be set by the ELDA SCASS in December 2008 or January 2009. All ELDA SCASS members will participate in the use of the screeners at the cost agreed to at that time.

Secure Website – The establishment and maintenance of a secure website that would allow districts to customize reports does not fit within the Cost Sheet inasmuch as the price will vary by specifications and by year for a given set of specifications. During the first year of the contract, MI will establish the website, and during subsequent years, we will maintain it; thus for any set of specifications, the costs for second and subsequent years will be less. The table below summarizes our cost estimates. The development costs are presented as a range because they will depend on the specifications agreed to by the WVDE and MI.

Costs for Development and Maintenance of Secure Website	
First Year	\$14,700 to \$29,700 (depending on specifications)
Second/Subsequent Years	\$10,368 to \$19,368 (depending on specifications)

Corporate Capabilities



MEASUREMENT
INCORPORATED

EXCELLENCE IN ASSESSMENT™

423 Morris Street • Durham, North Carolina 27701
www.measinc.com
Tel 919.683.2413 • Fax 919.683.1531

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CORPORATE CAPABILITIES

Measurement Incorporated (MI) is an employee-owned corporation specializing in the design, development, scoring, and reporting of results of educational assessments and certification exams. Under contractual agreements with government departments, private businesses, and other agencies and associations, MI develops educational and professional examinations; provides administration, scoring, and reporting services, results analysis, technical assistance, and instructional support; and designs and produces machine-readable forms, printed documents, and multimedia web-based instruments. We offer our clients a team of talented and experienced professionals with unparalleled expertise in all areas of the assessment process, including test and manual development, test printing, secure distribution and warehousing, human and machine scoring, score reporting, psychometric analysis, program evaluation, and web hosting.

Since its establishment in 1980, *MI has provided state departments of education with more handscoring services than all other companies combined.* We have also developed millions of test items and assisted several states in designing scoring systems. Content areas have included writing, reading, mathematics, science, social studies, foreign language, English proficiency, and alternate assessment. We have assessed the knowledge and skills of students in kindergarten through grade 12 and at the college level, as well as those of teachers, school administrators, translators, and other professional groups. This volume and our record of meeting the demanding timelines and quality standards of each individual client are unequaled in the field.

Based in Durham, North Carolina, MI also has offices in Charlotte, Greensboro, and Wilmington, North Carolina; Albany and White Plains, New York; Aurora, Illinois; Catonsville, Maryland; Coldwater, Kansas; Grand Rapids and Ypsilanti, Michigan; Nashville, Tennessee; and Tampa, Florida. MI offices are strategically located in growing communities with major university populations and technological industrial bases that attract and provide access to a professional, creative, well-educated work force. For instance, MI's headquarters are located in Durham, North Carolina, near four major universities—Duke University, North Carolina Central University, North Carolina State University, and the University of North Carolina at Chapel Hill—as well as the Research Triangle Park, one of the fastest-growing scientific research and development centers in the United States.

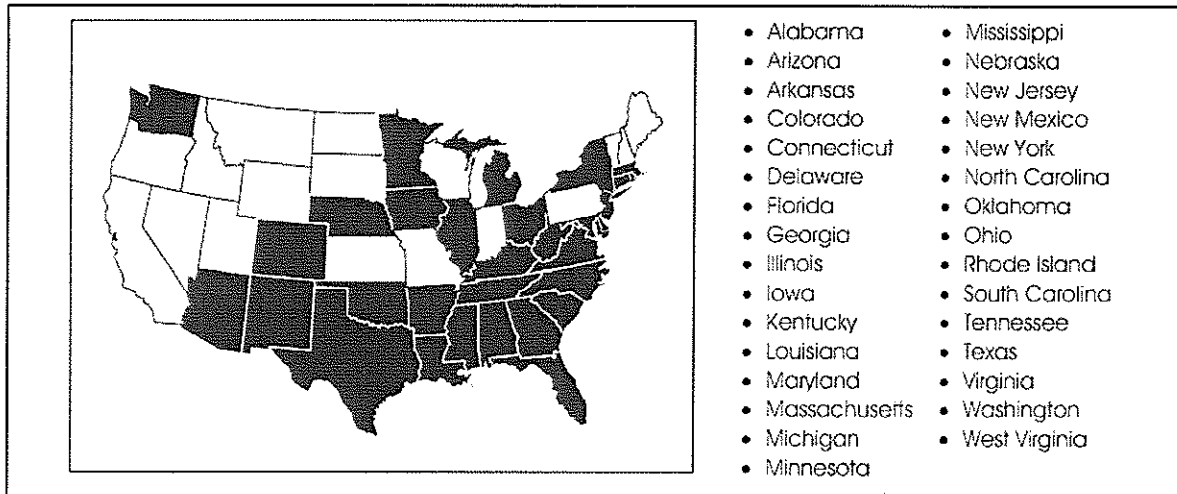
Measurement Incorporated is a community-conscious organization that participates in programs involving student internships, tutoring, literacy, education, the arts, and recycling. By providing paid time off as well as financial assistance, MI encourages its employees to seek higher education and participate in professional organizations. Over the years, MI has received considerable recognition and awards from the community for business development, historic renovation, charitable contributions, support of employees and families, and dedication to educational causes.

To facilitate ease of reference, this document is presented in three parts. **Part I: Corporate Summary** provides a narrative description of MI's corporate capabilities, including **Experience, Corporate Organization, Staff, and Facilities.** **Part II: Services** describes our services in detail. **Part III: Project References** contains information about relevant projects we have completed in the past, including brief descriptions of services provided, dates and duration of contracts, and names, addresses, and telephone numbers of contact personnel.

Part I: Corporate Summary

Experience

By consistently providing our clients with services of the highest caliber at the most affordable rates possible, Measurement Incorporated has acquired both a reputation of excellence in the field of educational assessment and a depth of experience unrivaled within the industry. We are currently conducting or have previously conducted assessment projects for 30 state departments of education.



In addition, MI has completed other projects for dozens of local school districts in many of these states, as well as for districts in Kansas, Pennsylvania, and Wyoming. We have also worked with other instructional and assessment entities such as the Association of American Medical Colleges, the American College Testing Program, CTB/McGraw-Hill, Duke University, Educational Records Bureau, Harcourt Assessment, Jostens Learning Corporation, LearningExpress, Measured Progress, the National Association of Judiciary Interpreters and Translators, the North Carolina Association of Educators, the North Carolina School of Science and Mathematics, Pearson Education, Questar Assessment, Inc., and Riverside Publishing Company. See **Part III: Project References** for a more complete description of these activities.

Corporate Organization

In order to provide high quality and cost-effective services to its clients, MI is divided into seven functional service units: 1) test development and psychometric analysis, 2) performance assessment scoring, 3) information processing and score reporting, 4) program evaluation, 5) software products, 6) materials management, and 7) financial and administrative services. MI staff are known for their flexibility in working with and for clients, and they may participate in project activities spanning multiple departments within the company in order to ensure maximum efficiency.

Facilities

Office Locations. The headquarters and primary offices of Measurement Incorporated are located at 423 Morris Street in downtown Durham, North Carolina. At this location, MI owns three renovated, historic buildings that comprise approximately 270,000 square feet. In addition, we lease 51,365 square feet of storage in three warehouses that are within two blocks. Our growing Durham campus houses our research and test development, data analysis, information technology, and printing operations, main scoring center, and space for receiving and distribution. MI also leases offices and scoring space in the following cities:

- **Albany, New York.** This location at 152 Washington Avenue is home to MAGI Educational Services, Inc. and its companion company, The Westchester Institute for Human Services Research, Inc., both acquired by MI in 2005.
- **Aurora, Illinois.** This facility was opened in 1999 in the Yorkshire Plaza at Route 59 and East New York Street. It comprises 16,654 square feet.
- **Catonsville, Maryland.** MI opened a scoring facility near Baltimore in January 2000. Located at 746 Frederick Road, this facility measures 14,950 square feet.
- **Charlotte, North Carolina.** MI has operated a scoring facility in Charlotte since 1993. We currently maintain a temporary office while renovating a larger space (approximately 20,000 square feet) at City View Shopping Center, 1524 Alleghany St, near Freedom Mall.
- **Coldwater, Kansas.** This office opened in 1999 to assist with test development activities and publishing services as well as scoring projects. It is located at 400 E. Walnut Street and measures 8,409 square feet.
- **Grand Rapids, Michigan.** This scoring center comprises 11,620 square feet and is located at 2630 Remico Street, SW, in Wyoming, Michigan. It was opened in 1996.
- **Greensboro, North Carolina.** This scoring center occupies 14,360 square feet in the Spring Valley Shopping Center at 435 West Meadowview Road. MI has operated a scoring facility in Greensboro since 1986.
- **Nashville, Tennessee.** Located in the Haywood Oaks TechneCenter at 3800 Ezell Road, Suite 810, this facility occupies 16,510 square feet. MI opened the Nashville center in 1998.
- **Tampa, Florida.** MI maintains 15,000 square feet in the Fountain Oaks Business Center at 3627-B West Waters Avenue. The Tampa center has been in operation since 1994.
- **White Plains, New York.** This location at 7-11 South Broadway, Suite 402, is home to MAGI Educational Services, Inc. and its companion company, The Westchester Institute for Human Services Research, Inc., both acquired by MI in 2005.
- **Wilmington, North Carolina.** MI opened a scoring center in Wilmington in 1998. In 2006 the office moved to its third facility, located at 1930 Castle Hayne Road, Suite C, which measures approximately 11,600 square feet.
- **Ypsilanti, Michigan.** The 16,150 square foot Ypsilanti scoring center was opened in 1999. It is located at Gault Village Shopping Center at 1057 Emerick Street.

From time to time, MI leases additional office or warehouse space near our main offices, and sometimes we operate temporary scoring centers in the client's home state.

Scoring Center Features. Our facilities are specially designed to complement assessment scoring activities. All of our scoring centers have the following features in common:

- An office area with multi-line telephones, fax machine, copier, and network of personal computers
- Warehouse and staging areas to accommodate processing and storage of large-scale assessment materials
- A sufficient number of six-foot tables and padded chairs to accommodate scoring personnel and their training materials
- Heating and air conditioning units designed to remove and recirculate the air within the facility
- An employee lounge area with free hot and cold water, tea, and coffee plus additional drink and snack machines and a microwave oven
- Full accessibility for the physically disabled
- Proximity to restaurants and retail outlets

MI is committed to supporting ecologically responsible policies within our facilities. We use recycled paper whenever possible to produce printed and copied materials. We recycle most paper and cardboard products, and our offices participate in local glass, plastic, and aluminum recycling programs.

Security. A primary concern during any assessment project is the security of assessment materials and the confidentiality of examinee identity. At MI, we appreciate and share these concerns and routinely implement a number of measures to safeguard test information and student responses while they are in our possession. Our overall security plan is based on several proven and effective security guidelines, including:

- Fostering security awareness among employees, subcontractors, consultants, and outside committee members. This includes emphasizing the need for security, communicating the consequences for failing to comply with security guidelines, and explaining the procedures for reporting suspected violations.
- Limiting access to secure materials to only those individuals who have a valid need and documenting access in order to establish an audit trail of users.
- Requiring those who have access to secure materials to sign a Confidentiality/Nondisclosure Agreement.
- Using a tracking system developed in-house to trace test materials through various processing stages while in our possession.
- Forbidding the removal of secure materials from approved work areas.
- Forbidding the use of recording/photographic equipment in secure areas (scoring rooms) without express consent of the client.
- Limiting the photocopying of secure materials (or printing of their digital images) to legitimate purposes (for training, client decision/documentation, or other purposes authorized by the client).
- Assuring the anonymity of students by using barcodes or other numbers to identify documents rather than names of students, schools, districts, etc.
- Providing for the physical security of materials when not in use (for example, employing security systems and lock boxes).
- Hosting and maintaining secure, password-protected websites; employing secure, encrypted methods of file transmission; and employing multi-layered technological defenses.
- Using secure (traceable) shipping and communication methods.
- Providing explicit instructions for safeguarding secure materials to personnel who will have possession of materials at remote locations, such as test sites or committee meeting facilities.
- Shredding confidential/secure materials in-house, using our own staff and equipment, before recycling.
- Immediately investigating known or suspected unauthorized disclosures or other security violations.

Additional security measures are incorporated into project specifications as necessary to accommodate client needs. MI acknowledges that the arrangement, planning, and maintenance of our facilities ultimately affect our ability to perform our services in the professional and efficient manner our clients have come to expect. The policies we observe and procedures we undertake further ensure our reputation as leaders in the field.

Networking Capabilities

MI employs a strategy for network infrastructure that focuses on redundancy, scalability, maintainability, and performance. All core network connectivity is implemented at Gigabit speeds through MultiMode fibre connections and is fully and automatically redundant through the use of a mix of fault tolerant protocols. Similarly, our existing 90+ servers are redundant at critical points. All Web servers are configured to participate in membership with one of our Web farms that work together to share loads and failover automatically in the event one or more servers experiences a failure. Our database servers are configured in clusters to provide automatic failover to other database servers. Finally, our storage servers are interfaced with a 9-Terabyte storage area network that allows data to be accessed from other file servers in the event of any individual failure. Some of these same technologies allow MI to expand network capability rapidly by simply adding new hardware to existing resources already working as a team. This approach also allows for maintenance, repairs, and needed software patches to be applied routinely without impacting operational requirements.

Our primary Internet hosting is done through a fully redundant fibre optic Sonet Ring that in turn is backed up by regionally redundant T1 lines and then by wireless access technology. Our base assets also include approximately 400 desktop PCs, which we supplement with hundreds of leased machines built to our specifications to meet demand during peak operational windows.

Management and Staff

The qualifications and experience of our corporate staff are extensive and wide-ranging in many areas including research and analysis, needs assessment, instrument development, publication, scoring services, and all aspects of the educational assessment process. Our personnel are also accomplished in conducting presentations, workshops, and training programs for educators, parents, and other involved professionals at the local, state, and national levels. In addition, many of our staff have backgrounds in business, education, and counseling and have taught at the elementary, secondary, and college levels.

For many projects, MI's core staff is supplemented by temporary employees and consultants from the large number of trained professionals in the area and from universities across the country. Our long-standing concentration on assessment in education and the social sciences has enabled us to identify and maintain a pool of highly qualified consultants and temporary employees whose skills and experience are applicable to many projects.

Additional technical or professional support for MI contracts and projects is acquired either internally or through arrangement with outside firms to accomplish specialized tasks. The firms and agencies engaged by MI when outside vendors are needed are either well-established and highly reputable national companies or local agencies whose work and performance records have been distinguished by consistent excellence and integrity of service.

Staffing flexibility, experienced personnel, and the use of temporary employees, independent consultants, and outside contractors on an as-needed basis enables MI to offer a broad spectrum of services, from large-scale assessments requiring hundreds of trained scorers to small daily consulting activities for a single staff member. It further ensures that all contract goals are fulfilled in a superior and timely manner, resulting in services of outstanding quality and value to the client.

Measurement Incorporated is an equal opportunity, affirmative action employer that actively recruits minority staff. The demographic distribution of our permanent staff and our average temporary staff on major projects is shown in the table below.

Employees	% Female	% Male	% Caucasian	% Minority
Management	35	65	75	25
Support	55	45	60	40
Total Full-time	58	42	67	33
Temporary (average)	53	47	72	28

January 2008

Measurement Incorporated brings to each project, whatever its size, an outstanding team of talented professionals with a vast wealth of experience in the field of educational assessment. The exceptional credentials of some of our key management personnel are summarized in the paragraphs that follow.

Dr. Henry H. Scherich, President. As president and founder of Measurement Incorporated, Dr. Henry Scherich provides the corporate management overview for all of MI's contractual projects, supervising overall project operations and ensuring that the appropriate company resources are available at all times. Under his leadership, MI has achieved a national reputation as the nation's foremost contractor in the scoring of performance assessment responses. Since 1980, Dr. Scherich and the MI staff have completed large-scale scoring and test development projects for more than two dozen state departments of education as well as numerous other projects involving the administration of pilot and field tests, development of instructional instruments, machine scoring and processing, and program evaluation. MI's extensive corporate capabilities are largely a reflection of Dr. Scherich's wide-ranging interests in all aspects of educational assessment.

Dr. Scherich earned a Ph.D. in Educational Psychology with a specialty in Statistics and Measurement from Southern Illinois University at Carbondale in 1975. After earning his doctorate, he worked for the Houghton Mifflin Company as Director of Test Research and Scoring Services and for NTS Research Corporation as Measurement and Data Management Center Director. These positions involved test development, test standardization, research projects, scoring services, Title I evaluations, and special projects. Dr. Scherich has also been a high school teacher and guidance counselor.

Dr. Michael B. Bunch, Senior Vice President, Research and Development. Dr. Bunch oversees MI's Research and Development Division (R&D) and serves as a director of the corporation. During the past 27 years, he has established MI as a trusted vendor of high-quality test development and related services. He and his staff of more than 80 project directors, psychometricians, editors, content specialists, and support staff have successfully carried out test development, program evaluation, and research activities for 18 state departments of education and numerous local education agencies, corporations, and institutions. His expertise in the development of criterion-referenced, high-stakes testing programs is well known among assessment professionals. His advice in both technical and practical matters related to assessment programs is widely sought, and he contributes regularly to the advancement of those programs through national organizations such as the American Educational Research Association, the Council of Chief State School Officers, and the National Council on Measurement in Education. He has taught graduate-level statistics and research methods and has been a regular contributor to *Mental Measurement Yearbooks* since 1985. In 2005, he was recognized by the Buros Institute of Mental Measurements as a Distinguished Reviewer. More recently, he has published, with Dr. Gregory Cizek, the graduate-level text, *Standard Setting* (Sage Publications, 2007) and is in great demand as a reviewer and discussant for standard-setting research and as a leader of standard-setting activities.

Dr. Bunch earned the Ph.D. degree in psychology (Measurement and Human Differences) from the University of Georgia in 1976. Prior to joining MI in 1982, he served as research psychologist at the American College Testing Program (ACT) and senior professional at NTS Research Corporation. Since

joining MI, he has been active not only in the profession but in the Durham community as well, serving on and chairing boards of local education and human service organizations. He currently serves on the University of Georgia Graduate School Advancement Board.

Ms. Wendy Littlefair, Senior Vice President, Handscoring Services. Ms. Littlefair joined MI's permanent staff in 1982, bringing considerable experience in writing assessment to the direction and coordination of MI's performance assessment scoring projects. Ms. Littlefair is responsible for the management of all of our major scoring contracts. She assists state departments of education and other clients in establishing scoring criteria, conducting rangefinding meetings, refining scoring guides, selecting training materials, and supervising the training and scoring process.

Ms. Littlefair earned an M.A. in Education from Antioch College in 1971. Prior to her involvement with Measurement Incorporated, Ms. Littlefair worked regularly as a consultant for the National Assessment of Educational Progress (NAEP). She was instrumental in developing NAEP's writing mechanics guide and also participated in the development of the analytic analysis, cohesion, sentence-combining, and primary trait scoring guides. In addition, she assisted in establishing and conducting training and scoring procedures for NAEP's 1973-79 writing assessment.

Mr. Nelson Androes, Vice President, Information Technology Services. MI's computer programming, data analysis, scanning, and score report services are performed under the supervision of Mr. Nelson Androes. He also oversees the company's in-house network services, hardware, and software. Mr. Androes was previously software development manager at MI, overseeing the design and development of all software solutions relative to educational assessment data processing and score reporting. Prior to joining MI in 2004, he worked for IBM as software development manager and software engineer and at NCS (now Pearson) as a software developer. Mr. Androes earned a Bachelor of Science degree from Kansas State University and is familiar with several programming languages, software tools, and environments.

Mr. Alex A. Avila, CPA, Vice President and Chief Financial Officer. Mr. Avila is responsible for financial reporting and other administrative functions of Measurement Incorporated, including payroll, tax compliance, benefit program administration, accounts receivable, and accounts payable. Mr. Avila has a strong background in both large and small business management and in international finance. Prior to joining MI in 1994, he worked as chief operating officer for North Carolina First Flight, Inc., where he developed the company's business plan and corporate policy, expanded banking relations, managed financial portfolios, provided financial reports, and negotiated multi-million dollar high technology investment deals. He also worked for Carolina Power and Light Company as financial analyst and for R.J. Reynolds Tobacco International, Inc., concerning its financial interests in Latin America. Mr. Avila, a Certified Public Accountant, received a Bachelor of Business Administration degree in Accounting from Georgia Southern University and a Master of International Management in Marketing and Finance from the American Graduate School of International Management.

Mr. Anthony Horton, Vice President, Support Services. Mr. Horton supervises the personnel responsible for distribution, collection, storage, and recycling of test materials as well as the acquisition and maintenance of physical properties. Mr. Horton joined MI in 1990 as warehouse manager and assumed the role of Facilities Manager in 1994. Prior to joining MI, he was warehouse supervisor for Redemco Universal Beverage Company in Avon, Massachusetts.

Dr. Thomas Kelsh, Vice President, Evaluation Services. Dr. Kelsh assumed the role of Vice President of MI Evaluation Services (formerly MAGI Educational Services, Inc.) and Executive Director of Westchester Institute for Human Services Research, Inc. in 2008 upon the incumbent's retirement. In 2004, MI acquired MAGI and two other related companies that specialize in program evaluation, research, test development, dissemination of exemplary practices, planning, training, needs assessment, and technical assistance in the areas of education and human services. Dr. Kelsh had been with organizations since 1993, having directed a number of evaluation studies with national significance: the *Expanding the Reach* (of scientifically-based reading research) and the *National Dissemination of*

Reading Research Initiative (STAR); both projects funded by the U.S. Department of Education. In addition, he has had primary responsibility for numerous statewide evaluation studies germane to school reform and adult education. Dr. Kelsh is an active member of the American Educational Research Association (AERA), the American Evaluation Association (AEA), and member and former President of the New York State Council for Exceptional Children (NYCEC). Prior to his employment at MAGI, Dr. Kelsh worked for the Research Foundation of the State University of New York (SUNY) and the New York State Education Department. He holds an Ed.D. in Program Evaluation from SUNY.

Dr. Kirk Ridge, Vice President, Software Products. Dr. Ridge has managed large-scale assessment scoring projects for over 10 state departments of education and other MI clients since 1987. He directed production of dozens of staff development videos for several states and designed the Illinois CD-ROMs for Teachers series that won First Place in the Macromedia eLearning Innovation Award competition. Dr. Ridge currently directs the development and marketing of MI's online assessment and professional development software products: MIMultimedia, MIST multiple-choice testing engine, PEG automated essay scoring program, WrAPonline K-12 writing assessment, and the ProWrite professional writing assessment program.

Dr. Ridge earned a Ph.D. in Educational Psychology in 1999 and an M.Ed. in Educational Media/Instructional Design in 1992 from the University of North Carolina at Chapel Hill. He completed an internship in video training at the Duke University School of Medicine and has been a consultant in network multimedia training at the Duke University Medical Center Department of Radiology. Dr. Ridge has presented at a number of national research conferences and was awarded a 2001 American Educational Research Association Distinguished Paper Award.

Mr. Wingate Swain, Vice President, Marketing. Mr. Swain directs efforts to expand MI's business opportunity and foster awareness and understanding of the company and its values, products, and services. He is responsible for supporting the development and articulation of the company's business strategy, market and competitive position, business and sales development, pursuit management, corporate communications and identity, promotion, media, and industry relations. He is also responsible for establishing and building relationships with prospective business partners and identifying and analyzing opportunities for company growth consistent with its mission of excellence in assessment. Mr. Swain came to MI in 2002 after a 25-year career in the computer software industry. A graduate of Duke University, he has served in a variety of sales, marketing, communications, business development, and management positions for AT&T, SAS Institute, and Infomatica Corporation. In the community, he is an active advocate for downtown and neighborhood revitalization efforts.

Part II: Services

In the early 1980's, Measurement Incorporated earned recognition as the premier provider of handscoring services for writing assessments. Since then, we have increased capabilities significantly and now offer clients a full range of services related to educational assessment at all levels, in numerous content areas, and in a variety of formats. Our main services include Test Development; Scanning; Scoring; Information Processing and Reporting; Psychometric Analysis; Professional Staff Development; Printing; Secure Shipping and Storage; and Program Evaluation. A more detailed listing of specific projects and the services provided for them may be found in **Part III: Project References**.

Test Development

Item and Test Development. Over the past two decades, Measurement Incorporated has earned a solid reputation for quality test and item development and associated services. All the tests we develop are custom designed specifically to meet the needs of our clients. We have no off-the-shelf test program to promote, and our project managers have complete freedom to deliver exactly what the client wants. To date, we have developed tests in a variety of subjects from primary grades through high school and for several private organizations and certification agencies. Our primary clients have been state departments of education, including the following states:

- Alabama
- Arkansas
- Connecticut
- Delaware
- Florida
- Georgia
- Illinois
- Louisiana
- Massachusetts
- Michigan
- Mississippi
- Ohio
- Oklahoma
- New Jersey
- New York
- Rhode Island
- Virginia
- West Virginia

We have built long-term relationships with many of these state clients, completing numerous projects or serving on a single project for many years. For example, we have conducted eight test development projects with the Florida Department of Education since 1980; we were the contractor for the development of the Georgia High School Graduation Tests from 1990-2005; and we have developed assessments for various grades in New Jersey since 1993.

While the needs of each client vary, we have delivered a wide array of services, including the following:

- Test Design
- Item Specification Development
- Test Item Writing and Review
- Client Staff Development
- Pilot/Field Testing
- Item and Test Analyses
- Construction of Test Forms
- Universal Design
- Modifications/Accommodations
- Standard Setting
- Scaling and Equating
- Multi-Media Production
- Score Report Development
- Technical Assistance
- Program Management
- Technical/Nontechnical Reporting
- Alternate Assessment

We work particularly well with groups of teachers, educators, and other client staff, listening carefully to stakeholders and making sure their needs are addressed in the final product.

MI has been a leader in the development of "authentic assessment" instruments since before the name was applied. We have developed multiple-choice, short-answer, and extended-response test items, as well as performance assessments, oral assessments, rating forms, and observation checklists, as clients' needs dictated. We have pioneered the application of generalizability theory to the assessment of test reliability to account for multiple sources of score variability.

MI's Research & Development division operates with a staff of more than 80 professionals including psychometricians, project directors, content specialists, editors, graphic artists, and support staff. While in-house staff create many of the test items themselves, we have trained a pool of hundreds of local test item writers to draw upon when needed. We also have worked successfully with clients to utilize the expertise of educators from within their state or district, who create test items for review by our content specialists and project directors. We maintain long-term consultant relationships with a select group of nationally respected experts in technical, legal, and other fields with direct bearing on assessment and evaluation issues.

Certification Testing. Measurement Incorporated is a sustaining member of the National Organization of Competency Assurance (NOCA) and is actively engaged in NOCA programs. Employing the same expertise and psychometric rigor that we apply to other high-stakes assessments, we work closely with clients to identify their testing needs; conduct thorough job analyses; translate the results of those analyses into test blueprints and item specifications; create test items and other forms of assessment; conduct pilot and field tests; select items; construct, print, administer, and score the tests; and report results to candidates and reporting agencies. Additional activities include standard setting, registration and scheduling, program management, development of instructional materials, and technical consultation. For test registration, scheduling, and administration, we participate in a nationwide network of test administration sites to augment our own 14 locations in nine states. Recent work includes a certification examination for judiciary interpreters and translators. This project has required development of written and oral questions in English and Spanish, pre-recording of oral items by professional voice talents, and both large-group (written) and individual (oral) test administration. Every project is different, however, and we do not try to force any examination program into a preset design.

Scoring

Handscoring. MI established its reputation as the premier contractor for handscoring services in the early 1980's and has maintained its record of excellence. The scoring of written essays and constructed-response (open-ended) items continues to be one of our primary services. Test responses are typically evaluated using criteria established by the client in consultation with educators, administrators, curriculum supervisors, and measurement experts. MI has scored tests in a wide range of subject areas (writing, reading, mathematics, science, social studies, health, technology, English proficiency, alternate assessment) and across all levels, kindergarten through college and at the professional level. Most handscoring activities take place in the 12 scoring centers we have established in eight states. We also have a great deal of experience leading scoring efforts within the client's home state, where we recruit local educators and train them to recognize varying degrees of quality in student responses. Often these projects entail the development of training materials used in training leadership teams who then train hundreds of educators to score items from thousands of students. We then continue to provide technical and logistical support, supervision, and monitoring.

Whether acting as the prime contractor or as a subcontractor, MI handles all the procedures associated with handscoring:

- Cooperating with agency staff to plan the project
- Leading rangefinding sessions and developing training materials
- Recruiting and hiring scoring personnel
- Training scoring leaders and scorers
- Coordinating shipping and receiving
- Handling and processing the responses
- Supervising the scoring sessions
- Providing and maintaining security
- Providing secure storage space for test materials

Our experience in these areas is unparalleled within the industry. We recognize the importance of these assessments both as indices of instructional effectiveness and as tools for instructional enhancement. We uphold the quality standards demanded by our clients through a combination of thorough scorer training, continuous scorer monitoring, and experienced supervisory personnel.

Before being permitted to score any actual responses, all employees involved in the scoring process, including scoring directors, team leaders, and scorers, must participate in comprehensive training sessions involving detailed discussion of the scoring rubric and completion of a battery of training sets. Most clients also require that all scorers complete a series of qualifying rounds in which the scorers must correctly assign a certain percentage of scores in exact agreement with the scores already established for these papers by the testing body. Scorers unable to meet qualifying standards after repeated attempts are not allowed to participate in the scoring project. This provision ensures that all scorers have achieved a full grasp of the scoring rubric and criteria before any actual responses are scored.

To ensure consistent accuracy in scoring throughout the project, supervisors conduct careful monitoring of scorer performance. They identify scoring trends of individual scorers during the initial training process and use various methods as necessary to track scorer performance through the course of the project. MI routinely employs computer-generated status reports that display the number of papers scored, the agreement rate among scorers, the number and percentage of papers requiring resolution readings, and score point distribution. Daily and cumulative totals are provided for both individual scorers and for the entire scoring group. Attentive monitoring of these statistics enables supervisors to conduct recalibration and retraining as necessary to ensure smooth project operation and adherence to client specifications.

The key to the ultimate success of any handscoring project lies in the knowledge, conscientiousness, and experience of the project staff. Our supervisory personnel (project leaders, scoring directors, team leaders, etc.) are exceptionally well-versed in the subtleties of virtually all major scoring systems, including four- and six-point holistic scales, multiple-category evaluation, domain-specific assessment, primary and secondary trait scoring, and numerous varieties of analytic scoring. They are also highly experienced in dealing with unanticipated approaches and unusual responses to prompts and make every effort to ensure that all responses are scored fairly and reliably. Our scorers all have at least a four-year degree, usually in a language-related or social science field, and many of them return to score additional projects, giving them valuable experience with many different scoring systems. Our combination of broad-based experience and detail-oriented approach has helped to establish Measurement Incorporated as the nation's leading handscoring firm, with an annual volume of more than 10 million tests.

Our contacts, listed in **Part III: Project References**, will confirm that we have demonstrated not only the ability to score written essays and performance assessments accurately and efficiently but also the expertise to work effectively with educators and to provide knowledgeable and capable leadership in organizing and implementing such large-scale projects.

Scanning. To collect data from student test booklets and answer documents, MI maintains a host of high-volume scanners and imaging equipment. Scanners are used to collect student answers and demographic information as well as to capture the scores assigned to students by our reader/ evaluators in paper-and-pencil assessments. The rated scanning capacity of Optical Mark Recognition (OMR) equipment at our Durham headquarters exceeds 320,300 sheets per hour, with additional capacity at other scoring centers. Imaging technology permits online scoring as well as the ability to provide clients with electronic images of student documents. The rated capacity of our image scanners exceeds 5.5 million sheets per day. Table 1 on the following page shows MI's high-volume scanning and imaging equipment and capacity.

Table 1
Scanning and Imaging Equipment Capacity

Scanner Model	Type	Hourly Capacity	Quantity	MI Location
BancTec IntelliScan™ ¹ XDS	Image/OMR	33,000	4	Durham
BancTec DocuScan 9000	Image/OMR	14,400	7	Durham
OpScan® ² 21	OMR	10,000	8	Durham
OpScan® 21	OMR	7,500	1	Durham
OpScan® 6/36	OMR	3,600	1	Greensboro
iNSIGHT™ ² 4/22	OMR	2,200	1	Coldwater
OpScan® 5	OMR	2,000	4	Various Scoring Centers
OpScan® 4	OMR	2,000	8	Various Scoring Centers

February 2008

Scoring Technologies. MI has taken advantage of new technologies to enhance our ability to provide quick turnaround of assessment results. These technologies include online testing, image scoring, and automated essay scoring.

Through our MIST™³ online testing system, the student enters answers directly into the computer. MIST allows for the immediate return of test scores and answers, thus improving the learning experience by providing instant feedback to the learner.

MI also offers image scoring using its Virtual Scoring Center™ (VSC®⁴) System. The VSC system is an integrated software solution for imaging and processing student answer documents in a high-stakes, large-scale assessment environment. The VSC system consists of two primary subsystems:

- VSC Capture™, a workstation-based system for capturing answer documents as digital images and for processing student demographic information and selected-response (multiple-choice, true/false) items recorded as handwritten marks on a bubble grid; and
- VSC Score™, a web-based system for managing and distributing document images electronically to enable the scoring of constructed-response (open-ended, essay) items by readers working in a distributed, online environment.

MI is also pleased to offer clients the option of automated essay scoring, whereby student writing is entered as text into a computer and the text is evaluated automatically using a complex set of programmed rules. Project Essay Grade™ (or PEG™³) has undergone 30 years of study and enhancement and, by incorporating advances in technology, has become a viable means for evaluating writing. Although PEG performs well on its own, many clients find it useful as a cost-effective means to double-check the performance of human readers.

Information Processing and Score Reporting

Information processing and subsequent score reporting tasks are required by nearly all of our clients. The intensive statistical calculations are handled by our IT staff through the aid of in-house computer systems as well as outside consultants when necessary. MI employs over 50 professional programming staff members who are proficient in analyzing, developing, and maintaining custom software applications to meet unique client specifications, ranging from custom reports to multivariate analyses involving many

¹ IntelliScan™ is a trademark of BancTec, Inc.

² OpScan® and iNSIGHT™ (formerly NCS/Pearson) are trademarks of the Scantron Corporation.

³ MIST™ and PEG™ are trademarks of Measurement Incorporated.

⁴ VSC® is a registered trademark of VSC Technologies, LLC.

large data sets. Our staff are comfortable using tools such as Microsoft Visual Basic, .NET, and SQL Server in order to develop applications fast and reliably. MI can transmit assessment results electronically to the location of the client's choice, or we can develop and process score reports in-house. We have great flexibility in meeting all manner of special needs, including production of class rosters, student labels, individual score reports, and summary reports by class, school, and district. We also have the capability to print reports using our own high-speed impact line printers and laser printers (see Table 2), ensuring high-quality and timely results.

**Table 2
Report Printing Capacity**

Model	Impact/ Laser	Type	Capacity per Minute	Quantity
Cannon imageRunner 110	Laser	Networked printing/copying system	110 pages	3
IBM InfoPrint 62	Laser	Continuous feed	62 pages	3
HP9050	Laser	Cut sheet, duplex capable	50 pages	3
HP9000	Laser	Cut sheet, duplex capable	50 pages	2
IBM InfoPrint 40	Laser	Cut sheet, duplex capable	40 pages	2
IBM InfoPrint 24	Laser	Cut sheet, duplex capable	24 pages	1
HP5000	Laser	Cut sheet	16 pages	1
IBM 6400	Impact	Continuous feed	1,000 lines	2

January 2008

Psychometric Services and Results Analysis

MI conducts statistical research and analysis on an ongoing basis and works to ensure that assessment materials, whether individual items or entire tests or batteries of tests, are both psychometrically sound and legally defensible. Full-time staff who are highly experienced in all aspects of psychometrics, statistics, and computer programming conduct or supervise all of MI's data analysis operations.

Analysis activities range from simple frequency distributions for a single small data set to multivariate analyses involving many large data sets. Included in this array of services are data analysis design, data management, descriptive statistics, inferential statistics, univariate analyses, multivariate analyses, tests of association, Rasch item response theory (IRT) calibration, scaling (both horizontal and vertical), equating, and model building.

At MI, we recognize the need for continuity and verifiability in psychometric services. We use commercially available software whenever possible to guarantee that clients have easy access not only to results but also to processes, so that our work is completely verifiable by the client or a third-party contractor. Using such widely available computer packages as SAS, WINSTEPS, GENOVA, Excel, and other statistical and psychometric software, we are able to carry out analyses with complete transparency and replicability. This approach to data analysis reflects an underlying MI philosophy: This is our client's program, and these are our client's data. We are more concerned about providing solutions for our clients than in building our own library of proprietary software.

Of course, there are times when original programming is necessary, and MI staff shine here as well. At MI, original programming starts with a detailed consultation with clients to identify specific needs to be met. After considering commercially available software and discussing pros and cons with the client, MI psychometricians and programmers develop applications to address the client's unique needs. Even in these instances, we base the original programming in SAS, Excel, or other commercially available packages so that the client has as much control over it and opportunity to review it as possible.

MI has become a leader in the specialized psychometric activity of standard setting. Our standard-setting plans are widely acknowledged to be precise, detailed, and defensible. All standard setting is supervised

by Dr. Michael Bunch, Senior Vice President of MI and co-author with Dr. Gregory Cizek of *Standard Setting: A Guide to Establishing and Evaluating Performance Standards on Tests* (published by Sage, 2006). We are not bound to a single approach or method; rather we are familiar enough with all methods that we are able to produce a plan that fits the needs of each client and carry out that plan with precision and attention to detail. Our services in this area include not only the planning and execution of the standard setting (with all the data analysis activities that occur both before and during standard setting) but also technical support before, during, and after standard setting, including assistance in preparing and making presentations to governing bodies.

Printing/Production of Test Materials

Over the past 28 years, MI has produced in excess of 25 million test booklets and ancillary materials for our clients. The numerous printing assignments have been accomplished by MI's in-house digital printing equipment in conjunction with established local printers. We frequently work with two of the largest suppliers of printing services in the Triangle area: PBM Graphics, Inc., founded in 1983, and Litho Industries, an RR Donnelley Company. They consistently provide MI with professional quality, full-color printing and finishing services.

In addition to internal and local printing and production, MI utilizes the services of nationally known printing vendors including Paragon Forms, Inc., of Minneapolis, Minnesota; Pearson Print Services of Columbia, Pennsylvania; and Data Recognition Corporation of Minneapolis, Minnesota. MI takes full responsibility for the timely and accurate production of materials for all our projects, and we require the same high professional standards and security precautions from vendors as we demand of ourselves.

Secure Shipping and Storage

MI's Materials Management staff includes over a dozen full-time and numerous seasonal employees to support distribution, collection, and warehousing activities. Staff are familiar with the unique requirements associated with the shipping and handling of large-scale, high-stakes assessments, and all understand and agree to follow the unique security and confidentiality requirements of each project. MI has developed an internal tracking system that enables us to locate individual test documents at any given time while they are in our possession. We have initiated stringent security measures so clients and students can be assured their tests, responses, and results remain confidential.

With the acquisition of a third building to augment our headquarters and main processing center in Durham, North Carolina, MI has a total of 270,000 square feet of space, 36,600 of which is devoted to staging and storage. MI also leases an additional 51,365 square feet of storage in three nearby warehouses. Each of our additional 10 scoring sites retain the appropriate amount of staging and storage space as well as the experienced personnel needed to accommodate the large volume of materials sent there during scoring. MI can provide short-term or long-term storage and retrieval as well as secure shredding and recycling of materials once a testing program is complete.

Professional Development

MI understands the critical links among assessment, curriculum, and instruction. For many years, we have worked closely with state departments of education and other clients to provide large-scale staff development opportunities to teachers and other stakeholders. We do this face-to-face, with highly experienced professional workshop leaders, or by utilizing a variety of current technology:

- *Workshops.* MI staff have conducted local and regional workshops for teachers, administrators, and curriculum and assessment directors in support of many state assessments for over two decades. Themes have included item development, performance item scoring, test

administration, and score interpretation. Workshops are tailored for large or small audiences and incorporate engaging activities. Our presentations impart accurate and useful information that demystify assessments and promote more effective teaching and learning back in the classroom.

- *Web-Enabled Multimedia.* MI's set of nine multimedia CD-ROMs developed for the Illinois Board of Education in support of the Illinois Standards Achievement Tests in writing, mathematics, and reading for grades 3, 5, and 8 won First Place in the 2002 Macromedia eLearning Innovation Award competition. These CD-ROMs include several hundred student responses and videos of over 40 teachers conducting lessons based on best practices. Over 100,000 CD-ROMs were distributed to every elementary and middle school in Illinois. The CD-ROMs have all of the attributes of a live workshop with the added benefit of being available to teachers over time. They were designed to enable immediate availability of rubrics, anchor papers, practice scoring opportunities, and streaming media clips. MI is currently producing similar materials in support of other state assessments.
- *Video.* Working with the Texas Education Agency, MI produced over 20 teacher-training videos for grades 3 through 9 in writing, biology, social studies, and Spanish that were distributed to all schools in Texas. The videos depicted actual performance assessment training sessions with rubrics, anchor papers, and practice sets. We also produced several staff development videos for the Illinois Board of Education that were distributed to all schools in Illinois in support of the Illinois Goal Assessment Program in grades 3, 5, 8, and 10.
- *Distance Learning.* MI produced interactive distance learning training sessions for the New York State Education Department that were sent live via satellite to over 3,000 New York teachers per session. Sessions included the presentation of anchor papers and practice scoring exercises in reading, writing, listening, and mathematics for grades 4 and 8.

MI also works with clients to make training materials and videos available on their websites, or we can host websites for them. Our expertise with performance assessments, best instructional practices, and new technologies brings the best of live assessment workshops and successful classroom activities to every teacher in a client's state.

Web Hosting

To reduce the administrative burden on client staff, MI currently hosts more than 20 websites for a variety of purposes. States may access up-to-date reports on scoring progress. Districts and schools can make changes to testing rosters, check on shipping status, access assessment results, or request rescues. Teachers and administrators may download administration and training manuals or informational guides. Students, parents, and other stakeholders can learn about the program, take or download practice tests, or register and pay for exams. Our websites can incorporate .pdf documents, video, and email links to facilitate inquiries for additional information. Secure data is made available only to approved users through password protection.

MI's web hosting systems are designed to handle tens of thousands of simultaneous participants and are easily scalable to increase that capacity many times over. We have redundant servers and multiple Internet connections that employ high-level firewall security protection and intrusion detection systems. To provide maximum reliability, all web hosting infrastructure automatically switches to generator backup in the event of a power failure at MI's main campus. A secure socket layer provides encryption along with secured usernames and passwords to ensure authorized access to the site.

Test Registration and Administration

MI offers clients complete test registration and administration services by internet, telephone, fax, and/or mail. We provide these services currently for the Educational Records Bureau (ERB) and ProWrite™.

For ERB's Independent School Entrance Examination, in addition to conducting traditional test registration activities by mail, telephone, and fax, MI hosts an online system by which parents can register their children for the exam through a totally internet-based interface. Parents choose from over 400 national and international test sites, select the test date and session time, submit their credit card information, and receive a receipt number. Parents can view and print their confirmation letters, and the system automatically creates letters that are mailed to the parents. Parents may also log in to the site to make changes to their registrations, reschedule exams, and view a student's scores once the test has been processed. In addition, the number of available seats at each test site is updated after each registration. This system has successfully registered and tracked tens of thousands of students since 2000. MI also provides a toll-free telephone number by which callers may change registrations, inquire about scoring status, and obtain further information about test registration and results.

For ProWrite, MI staff take orders by phone or fax and tailor the program for the client. ProWrite is a service that assesses the writing skills of adults – for employers wishing to screen applicants/employees for hiring and placement purposes and for students/employees wishing to improve their writing skills. During the flexible registration process, our operators arrange a program for the client by establishing the following attributes:

- Number of test credits
- Types of writing questions that are delivered by the test
- Whether scoring is performed by computer or expert scorers
- User access to tutorials
- Payment by credit card, purchase order, or invoice
- Access to results by the student/test taker, the teacher/supervisor, or both

MI staff are also available by phone to answer questions about test administration, score interpretation, and improvement strategies.

Program Evaluation

Measurement Incorporated provides a full range of program evaluation services. To augment and enhance these services, in 2004 MI acquired MAGI Educational Services, Inc. (founded in 1973) and two sister organizations. Now known as MI Evaluation Services, the division specializes in program evaluation, measurement, information services, and technical assistance.

We have conducted over 2,000 research and evaluation studies in the areas of school reform; programs in early childhood, K-12, alternative, and special and adult education; employment and training; university and school partnerships; and quality and performance indicator systems. Our evaluation staff are particularly skilled in the design and execution of formative and summative evaluation projects, comprehensive research studies, and needs assessments. Staff draw upon appropriate social science methodologies to conduct these assignments including experimental research designs, case studies, survey techniques, and quantitative and qualitative data collection procedures.

Projects typically last one to two years and involve consultation, planning and design, instrument development, survey administration, on-site investigations, data analysis, and reporting. Principal investigators are recognized for their ability to respond to sponsors and stakeholders in complex evaluation environments.

Tutoring/Supplemental Educational Services

In 2007 Measurement Incorporated was approved by the North Carolina Department of Public Instruction to provide Supplemental Educational Services (SES) to students at approved schools. Tutoring staff in our Accelerated Achievement™ program currently tutor students in Kindergarten through grade 5 in reading/language arts and mathematics.

Educational services are delivered in partnership with school communities (administrators, parents/guardians, and teachers) to provide additional academic instruction to increase student achievement. Our program administrators and tutors are highly credentialed and richly experienced practitioners with strong interpersonal and communication skills and a desire to make a positive difference in the lives of young people. Our high quality curriculum content and supportive games and activities are based on research and best practices and are designed to engage students, motivate them to learn, and promote higher order thinking.

MI's individualized student learning plan agreements extend and support school-based instructional plans. Our approach is aligned with the North Carolina Standard Course of Study and is consistent with the content and instruction used by the State Department of Public Instruction. We elicit input from parent/guardians and teachers in addition to using student test scores and reading levels to develop learning plan agreements, identify compatible student groupings, and appropriately match students with tutors. Our model provides quality instruction in small groups with a maximum student-to-tutor ratio of 5:1.

Our program endeavors to maximize productive activity within each structured tutoring session. The math session begins with a warm-up, followed by a lesson focus, story problem, and interactive game. In reading, students begin with fluency work and then proceed to guided reading instruction. Our unique program model fosters a caring student and tutor relationship and encourages positive language for productive learning. It emphasizes the importance of ongoing communication with parent/guardians and school staff, support and training for tutors, and on-site monitoring and evaluation of the tutors and program curriculum by a lead tutor.

Part III: Project References

Alabama

Client Contact

Ms. Kanetra C. Germany
Student Assessment
Alabama State Department of Education
Gordon Persons Building Room 3306
50 North Ripley Street
Montgomery, AL 36104-3901
(334) 242-8038
kgermany@alsde.edu

Alabama Direct Assessment of Writing: Grade Ten (2002-2005 and 2003-2011?). For the first year of this project, MI developed prompts, rubrics, and related materials; facilitated bias and content reviews; conducted the pilot test (36,000 students); and performed equating and other analysis. In subsequent years, MI has also conducted rangefinding, distribution and collection, handscoring, and reporting for the 49,000 students involved in operational testing. The assessment includes narrative, expository, and persuasive modes of writing, all of which are scored holistically using a scale of 1-4 and analytically in three categories using a scale of 1-4. MI will continue to administer the assessment through 2011 if funds are available.

Alabama Direct Assessment of Writing: Grade Seven (1997-2003 and 2003-2012?). MI develops prompts; conducts the pilot test; produces test/answer documents (including large-print and Braille formats); handles test distribution and collection; conducts rangefinding, development of training materials, and handscoring; and produces and ships reports at the student, school, system, and state levels. The test assesses narrative, descriptive, expository, and persuasive writing modes and involves approximately 59,000 students. Focused holistic scoring is used to assess purpose, content, audience, and organization/clarity on a scale of 1-4. Analytic scoring of writing mechanics, sentence formation, and grammar and usage on a four-point scale is also conducted. For the contract beginning in 2003, MI began development of 48 prompts (12 per mode) and pilot testing of approximately 36,000 students.

Alabama Direct Assessment of Writing: Grade Five (1999-2003 and 2003-2012?). The Grade Five assessment is conducted in a similar fashion as the Grade Seven and involves the same number of students; however, Grade Five does not include the persuasive writing mode. In 2003, MI began development and pilot testing of 36 prompts (12 per mode). We will continue to conduct rangefinding, develop training materials, and administer the assessment through 2012.

Alabama Direct Assessment of Writing (1991-1992). During 1991-92, MI was responsible for handscoring the pilot test using a six-point holistic scale and a four-point analytic scale. Analytic scores were given for writing mechanics, sentence formation, and grammar and usage. Narrative, expository, and descriptive were assessed in grades 5 and 7 and persuasive writing in grade 7. MI scored about 60,000 tests.

Updated 4/28/08

Arkansas

Client Contact

Dr. Gayle Potter
Arkansas Department of Education
4 State Capitol Mall, Room 106A
Little Rock, AR 72201
(501) 682-4558
gayle.potter@arkansas.gov

Arkansas End-of-Course and Grade 11 Literacy Examinations (2005-2010). Through a subcontract with Questar Assessment, Inc., MI conducts item development, standard setting, handscoring, and professional development activities for the Mid-Year and End-of-Course Assessment Program in algebra, geometry and biology and grade 11 literacy. The examinations involve approximately 35,000 students per content area.

Arkansas English Language Proficiency Assessment (2003-2006 and 2007-2013). In conjunction with the Council of Chief State School Officers (CCSSO), MI provides a criterion-referenced test to assess the reading, writing, speaking, and listening skills of students with Limited English Proficiency in grades K-12. MI conducts psychometric analyses, develops and prints ancillary materials, performs scanning and handscoring, and reports results in electronic formats. The assessment involves approximately 24,000 LEP students in grades K-12.

In 2003-2006, MI's subcontractor for provision of a norm-referenced test was Touchstone Applied Science Associates, Inc. MI conducted psychometric analyses, developed and printed ancillary materials, performed scanning and handscoring, and reported results in paper and electronic formats. The assessment involved approximately 16,000 LEP students in grades K-12.

Arkansas Benchmark Examinations and Alternate Portfolios (2001-2007). Through a subcontract with Questar Assessment, Inc., MI conducted item development, standard setting, handscoring, and professional development activities for the Benchmark Examinations in mathematics and literacy for grades 3-8, and science for grades 5 and 7. The examinations involved approximately 35,000 students per grade. The project also included Alternate Portfolios for approximately 500 LEP and special education students per grade in grades 3-8 and 11.

Updated 5/28/08

Association of American Medical Colleges (AAMC)

Client Contact

Karen Mitchell, Ph.D.
Association of American Medical Colleges
2450 N Street, NW
Washington, DC 20037-1127
(202) 828-0400

Medical College Admission Test (1992-2002). MI was responsible for receiving and scanning answer documents, handscoring essays using a six-point scale, reporting scores to the administration contractor, reassembling documents for return, and conducting generalizability/dependability studies for each MCAT writing assessment form. MCAT was administered twice each year for a total of approximately 65,000 tests annually. MI also helped to select essays for inclusion in AAMC's publication, *Scoring the MCAT Writing Sample*. Our staff produced score explanations for the selected essays.

Updated 5/19/08

Association of Equipment Management Professionals (AEMP)

Client Contact

Jim Phillips
Director of Educational Services
NonProfit Resources, Inc.
817 Colorado Avenue, Suite 103
P.O. Box 1368
Glenwood Springs, CO 81602
970-384-0510
jim@aemp.org

Certified Equipment Manager Program Revision (2007-2008). Measurement Incorporated provides products and testing services to the Association of Equipment Management Professionals (AEMP). MI works with AEMP to revise the Certified Equipment Manager (CEM) exam, which is part of the CEM program, the only recognized standard for judging the qualifications of a manager of heavy off-road equipment or manager of municipal/government fleets. MI provides assistance in four areas: job/task analysis, cut score study, test development, and development support.

Updated 6/20/2008

Connecticut

Client Contacts

Dr. Barbara Q. Beaudin
Bureau Chief, Bureau of Student Assessment
Barbara.Beaudin@ct.gov
(860) 713-6860

Connecticut State Department of Education
State Office Building, Room 344
165 Capitol Avenue
Hartford, CT 06106

Connecticut Academic Performance Test (2005-2010). CAPT assesses 60,000 high school students annually in reading, writing, mathematics, and science and includes an alternate assessment. MI handles all aspects of the project, including the printing, distribution, retrieval, and processing of test materials, as well as all item development, test preparation, handscoring, and psychometric services. MI conducts in-state professional development workshops for Connecticut teachers each year. In addition to developing an online version of the CAPT Alternate Assessment Skills Checklist, MI is developing online versions of the Editing and Revising test and an online practice Interdisciplinary Writing subtest, including research with MI's PEG automated essay scoring program. In addition, MI is conducting a statewide study of Connecticut high school readiness for large-scale online testing.

Connecticut Mastery Test (1984-2003, 2004-2005, 2005-2010). Since 2005, MI has been the prime contractor for the development, administration, scoring, and reporting of the CMT. The test is administered annually to approximately 45,000 students in each of grades 3 through 8. Students are assessed in mathematics, reading, writing, and science. MI is responsible for all tasks associated with the CMT (printing, distribution, processing, handscoring, and psychometric services). The reading assessment includes 10-12 open-ended items at each grade level, and the mathematics assessment includes 18-36 constructed-response items per grade. The writing test includes an essay that is scored using a six-point holistic scale. Persuasive, expository, and narrative writing are assessed. The science assessment (grades 5 and 8) includes three open-ended items per grade. MI also provides complete testing services for off-grade writing assessments for several Connecticut school districts and conducts professional development workshops for Connecticut teachers each year. As of 2008, MI also provides an online Benchmark Assessment in reading and mathematics for selected schools within the state. Additionally, MI is conducting pilot studies of a Computer-based Audio Reading Test for Accommodated students and will provide a Modified Assessment for all grades and subjects beginning in 2009.

Previously, MI worked through a subcontract with Harcourt Educational Measurement (1984-2003) to score the essay portion of the CMT for grades 4, 6, and 8 using a six-point holistic scale. In 2003, the contract was awarded to CTB/McGraw-Hill, and MI was subcontracted for the writing handscoring in 2004. Persuasive, expository, and narrative writing were assessed. MI scored about 130,000 tests per year, and our readers used image technology to score responses from 2000-2005.

Updated 6/3/2008

Continental Press

Client Contact

Jim Lineweaver
Continental Press Inc.
520 East Bainbridge
Elizabethtown, PA 17022
(800) 233-0759

Continental Press Project (1998-ongoing). MI provides scanning, processing, and reporting for this project on a continual basis. Continental Press offers a series of multiple-choice tests with many forms at each grade level and in a number of subject areas. Orders from schools are received by Continental Press and transmitted to MI. MI processes the tests within one week of receiving them, resulting in a two-week turnaround from the time a school sends the test materials to the time they receive their final reports. Schools receive student rosters and summaries at both the school and classroom levels. Reports provide not only the final scores but also a breakdown of performance within particular categories, defined as subsets of test items. Annual volume has varied between 20,000 and 748,000. Approximate volume for 2007-08 is 31,000.

Updated 6/9/08

Council of Chief State School Officers (CCSSO)

Client Contact

Dr. Duncan MacQuarrie
Council of Chief State School Officers
One Massachusetts Avenue NW Suite 700
Washington, DC 20001-1431
(360) 753-0739
bgassess@aol.com

English Language Development Assessment (ELDA) (2004-present). MI is contracted by the CCSSO to produce and score a standards-based assessment for Limited English Proficient (LEP) students in a multi-state consortium known as the State Collaborative on Assessment and Student Standards (SCASS). The assessment is designed to measure the annual growth of English language development in the domains of speaking, listening, reading, and writing among LEP students as required under Title III of the No Child Left Behind Act of 2001. MI constructs and prints test forms for the census test for grade clusters K, 1-2, 3-5, 6-8, and 9-12. As of 2007, there are more than 70,000 students in the census test. Between 2003 and 2005 MI worked with CCSSO staff and representatives to establish performance level indicators and to conduct standard setting for grade clusters 3-5, 6-8, and 9-12. Additionally, we develop and provide all training materials and administration manuals and provide speaking and listening prompt tapes or CDs and ship them to districts within the states. Upon return of completed assessments, we conduct all scoring of items including multiple-choice, short constructed-response, and extended constructed-response.

Updated 1/30/08

Educational Records Bureau (ERB)

Client Contacts

David Clune, Ph.D. dclune@erbstest.org
Sidney Barish, Ed.D. sbarish@erbstest.org
Elizabeth Mangas isee@erbstest.org

Educational Records Bureau
220 E. 42nd Street, Suite 100
New York, New York 10017
(212) 672-9800

Educational Records Bureau Writing Assessment Program (1991-ongoing). MI is responsible for developing prompts for five levels of writing: Elementary (grades 3-4); Intermediate (grades 5-6); Middle (grades 7-8); Secondary (grades 9-10); and College Preparatory (grades 11-12). MI ships materials for testing and develops anchor sets for the training of readers. We establish norms, hand-score the responses, process data, and create reports that are shipped both nationally and internationally. There are about 140,000 tests per year.

Independent School Entrance Examination – Administration (1991-ongoing). ISEE assesses students in grades 5-12 who are seeking admission to independent schools in the United States and abroad. MI staff receive registrations by mail, telephone, and internet and then print and ship materials to schools nationally and internationally. After the materials are returned to MI, we scan results, process data, and return results to schools and parents. MI develops the norms for scoring the tests, which assess students in grades 5 through 12 in the areas of language, mathematics, and writing. MI processes approximately 42,000 tests per year. We created and host an online registration system to allow parents to register students, reschedule test dates, and access test scores.

Independent School Entrance Examination – Development (2005-2008). MI is under contract to develop the third edition of ISEE, which will be administered beginning in the fall of 2009. Of the more than 4,000 new items developed, more than 60 percent were written by ERB faculty and administrators who attended item writing workshops under the direction and training of MI test development specialists. More than 400 new writing prompts and 150 reading comprehension passages were approved and selected for development by a committee of faculty representing ERB member schools that use the ISEE. MI also developed new student preparation guides, new testing manuals for administrators, and a new interpretive guide for admissions personnel.

Writing Practice Program (2005-ongoing). MI created, hosts, and provides support for a web-based program that provides for practice and immediate evaluation in six areas of writing. It incorporates a state-of-the-art scoring rubric as well as unlimited access to tutorials. Approximately 20,000 students in ERB schools around the world make use of the program each year. Parents may also obtain individual subscriptions for their children desiring additional practice.

Early Childhood Entrance Exam (2006-ongoing). MI hosts and provides support for a web-based program that is used by parents to register children from ages three years to twelve years for early childhood testing. The results are used by approximately 150 New York City schools to make admissions decisions. The website contains all test registration data and results information with hierarchical access through password by the ERB central office, examiners, reviewers, parents, and schools.

Updated 10/27/08

Florida

Client Contact

Dr. Cornelia Orr
Florida Department of Education
325 West Gaines, Suite 414
Tallahassee, FL 32399-0400
850-845-0513
Cornelia.orr@fldoe.org

Florida Comprehensive Assessment Test (1999-2000 and 2006-20010). Through a subcontract with CTB/McGraw-Hill that began in 2006, MI has conducted handscoring of written essays for grades 4, 8, and 10 on a six-point holistic scale. Two modes are assessed in each grade, and each grade has approximately 210,000 students. MI also conducts rangefinding and performs field test scoring.

In 1999, MI worked through a subcontract with Harcourt Educational Measurement to develop mathematics item specifications, conduct item writer training at our offices in Durham and Tampa, and develop approximately 500 mathematics items for grades 3, 4, 6, 7, and 9. We also provided technical assistance to Harcourt during item specification meetings and item review meetings. During the first ten weeks of 2000, MI developed approximately 1,850 multiple-choice, gridded-response, and extended-response mathematics items for grades 3 through 10. We then conducted pilot testing of all mathematics items.

Florida Writing Assessment Program (1990-1992 and 1995-1998). MI was responsible for handscoring the essay portion of the test for grades 4, 8, and 10 using a six-point holistic scale. Expository, persuasive, and narrative writing were assessed. MI established a scoring center in Tampa, Florida, and hired, trained, and monitored readers to score the grades 4 and 6 responses. The grade 10 responses were scored in our Durham office. Approximately 462,000 tests were scored each year. MI provided technical assistance to NCS for completing the scanning of reader score sheets at the scoring sites.

Updated 5/28/08

Georgia

Client Contact

Dr. Christopher Domaleski
Georgia Department of Education
Research, Evaluation, and Assessment Div.
1754 Twin Towers East
Atlanta, GA 30334-5001
(404) 657-6174

Criterion-Referenced Competency Tests (2000-2002 and 2006-2008). Through a 2006 subcontract with CTB/McGraw-Hill, MI developed over 2,000 items for the grades 3-8 science tests and facilitated the associated teacher, bias, and statistical review committee meetings.

From 2000-2002, as a subcontractor to Measured Progress, MI was responsible for creating and scoring items in social studies, reading, and language arts for grades 1-8. In 2000, MI created over 16,000 test items. Pilot testing and field testing in 2000 and 2001 were followed by statistical review in 2001.

Georgia High School Graduation Tests (1991-2005). MI was responsible for developing an item bank, blueprints, and tests in the areas of language arts, mathematics, science, and social studies. We produced four forms per year and performed equating, standard setting, and item analysis. MI created new forms from banks of items, created and field-tested new items, conducted in-state item review sessions, analyzed test and item data, and equated forms. MI created about 20,000 items total. From 1993-1996, MI was responsible for developing criteria, receiving and scanning answer documents, and handscoring field test performance items for grade 11 language arts, mathematics, science, and social studies. A score scale that varied by item (1-6 points) was used. MI developed and field-tested 50 performance assessments and scored about 20,000 tests per year.

CrossRoads Program (1998-2000). MI completed the final two years of this three-year evaluation begun by Georgia State University staff. The project involved 132 sites, 15,000 students, and 22,500 forms annually. All information was collected into a final report and referred to the Georgia State Legislature by the Georgia Department of Education for budget consideration regarding CrossRoads programs funding. MI was responsible for developing questionnaires, forms, and instructions for students, school staff, and focus groups. MI coordinated the distribution and collection of these forms to and from the CrossRoads sites and prepared them for scoring. Our staff scanned approximately 45,000 returned forms. MI was also responsible for coding approximately 3,000 sets of six open-ended individual item responses from CrossRoads personnel and for scanning the categories identified by frequency of response. In addition, MI research staff visited each of 36 selected sites twice for intense evaluation through focus groups and individual interviews. All data gleaned from the forms and the interviews was evaluated and interpreted by MI research staff. Data sought to answer seven Evaluation Questions established in the original proposal, and recommendations were made based on how the questions were addressed by the CrossRoads schools.

Updated 7/9/08

Gwinnett County, Georgia

Client Contact

Linda M. Mitchell
Executive Director
Student Accountability, Assessment, and Advisement
Gwinnett County Public Schools
437 Old Peachtree Road, NW
Suwanee, GA 30024-2978
678-301-7202
Linda_Mitchell@gwinnett.k12.ga.us

Gateway Assessment Program (2007-2011). The Gateway Assessment Program is a retest for Gwinnett County Public School students who fail the statewide Criterion-Referenced Competency Tests (CRCT) in grade 4 science and grades 4 and 7 reading, language arts, mathematics, and social studies. Each year, MI will develop approximately 200-240 multiple-choice items per grade per content area that align with the statewide CRCT. As part of the same contract, MI will develop and field test 120 open-ended mathematics items for each of grades 4 and 7. MI will develop items, conduct reviews, develop and produce test coordinator and examiner manuals, and conduct equating and standard setting.

Updated 7/9/08

Illinois

Client Contact

Dennis Goedecke
Illinois State Board of Education
Student Assessment Center
100 North First Street
Springfield, IL 62777
(217) 782-4823

Illinois Standards Achievement Test Writing Test (2006-2008). This test involves approximately 150,000 students per grade. The essays are scored using a grade-specific, holistic/analytic scale that consists of five features. Focus, Support/Elaboration, Organization, and Integration are scored using a six-point scale. The Conventions feature is scored on a three-point scale. MI responsibilities include prompt development, receiving orders, shipping and receiving, scanning, handscoring, and reporting. The project also includes test administration training and production/distribution of professional development CD-ROMs. A pilot test across four grades was conducted in fall 2006, followed by the first operational administration in grades 5 (one essay per each student) and 8 (two essays) in spring 2007. Grade 6 (two essays) was added in 2008, and grade 3 (one essay) will be added in 2009.

Illinois Measure of Annual Growth in English (1996-2007). Through 2007, MI was responsible for scoring the math portion of IMAGE, which was based, in part, on the same multi-feature, extended-response scoring rubric as ISAT math (see below) and involved approximately 60,000 Limited English Proficiency (LEP) students in grades 3 through 8. In addition to scoring one extended-response item per grade, two short response items are scored per grade on a two-point scale. Until 2005, MI was also responsible for handscoring the essay portion of IMAGE, which measured the progress of LEP students in attaining the English language reading and writing skills needed to achieve the *Illinois Learning Standards*. The IMAGE analytic score scale consisted of five categories. Focus, Support/Elaboration, Organization, and Language Production were each scored on a six-point scale. Mechanics was scored on a two-point scale. Each of the approximately 30,000 students wrote four essays, responding to descriptive, persuasive, narrative, and expository prompts.

Illinois Standards Achievement Test (1990-2005). The ISAT was formerly known as the Illinois Goal Assessment Program (IGAP). MI was responsible for handscoring the writing essay, the reading open-ended items, and the mathematics open-ended items of the assessment for all students in grades 3, 5, and 8. The essay was scored using a grade-specific, holistic/analytic scale that consisted of five categories. Focus, Support/Elaboration, Organization, and Integration were scored using a six-point scale. Conventions was scored on a two-point scale. MI scored about 700,000 tests each year in response to narrative, expository, and persuasive prompts. MI also scored open-ended papers in reading and mathematics, each with approximately 800,000 responses. The open-ended items in reading were in response to literary and informational passages and were scored on a four-point scale. The open-ended items in mathematics were scored using four-point scales in three categories: Mathematical Knowledge, Strategic Knowledge, and Explanation.

In 2002, MI developed a set of nine interactive multimedia CD-ROMs in support of ISAT (grades 3, 5, and 8; reading, writing, and mathematics). MI was awarded first place in the Macromedia eLearning Innovation Award competition for the Illinois CD-ROM series. The CD-ROMs were distributed to every elementary and middle school in the state as staff development material for teachers. Each CD-ROM shows the rubric and several anchor papers at each score point in each scoring category with in-depth audio annotations by an expert trainer. Teachers are given an opportunity to practice scoring actual student responses and receive feedback on the rationale behind the committee-established scores. In addition, dozens of videos of Illinois teachers and students are included that show the link between the ISAT and improved teaching and learning in the classroom.

Prairie State Achievement Examination (1999-2005). MI was responsible for handscoring one persuasive or expository essay from all students in grade 11 and retest students in grade 12. The test involved approximately 130,000 essays per year and was scored using a multi-category rubric similar to the ISAT writing rubric.

Illinois Goal Assessment Program (1990-1998). In 1990, MI provided test development assistance to the Illinois State Board of Education. We developed 775 test items for embedded field testing in the areas of language arts and social studies for grades 3, 6, 8, and 10. From 1994 to 1996, as part of the performance assessment contract, MI developed a series of performance activities as instructional models for Illinois teachers. In 1997 and 1998, MI conducted research regarding changing the IGAP writing scale from one developmental scale applied to responses at all grade levels to the four new ISAT grade-specific scales.

Updated 6/9/08

Kyrene/Tempe, Arizona

Client Contacts

Sharon Moore
Kyrene School District
Department of Assessment
8700 South Kyrene Road
Tempe, Arizona 85284
(480) 783-4127

John Wilson
Tempe Elementary School District
3205 South Rural Road
Tempe, Arizona 85282
(480) 730-7133

Kyrene/Tempe District Performance Assessment in Writing (2000-ongoing). MI provides complete services for the Kyrene and Tempe (AZ) school districts for their writing assessment program. These services include shipping the testing materials, receiving the completed tests, processing, handscoring, and reporting for approximately 10,000 students per year. MI handscores essays from students in three grades (grades 3, 5, and 7). MI also scores a small number of essays in Spanish. Each student's essay is scored by two independent readers using a six-point trait scoring scale. Each essay receives a score for ideas, organization, voice, word choice, sentence formation, and conventions.

Updated 5/29/08

LearningExpress

Client Contact

Barry Lippman, President
LearningExpress, LLC
2 Rector Street – 26th Floor
New York, NY 10006
(646) 274-6459

LearningExpress Online (2000-present). MI provides online scoring for these research-based programs that mirror state-specific, high-stakes exams. Exams include those that mirror statewide tests in Florida and New Jersey. LearningExpress Online provides resources for teachers and administrators and helps thousands of elementary, middle school, and high school students nationwide maximize their learning potential, improve test scores, and diagnose learning opportunities. MI also provides paper testing materials for these programs, including scannable test booklets, essay imaging, and handscoring.

LearnATest (2000-present). MI provides handscoring for dozens of academic, licensing, and certification exams that LearningExpress makes available online to consumers.

LearningExpress Library (2000-present). MI's PEG automated essay scoring software is used for a variety of practice writing assessments in the LearningExpress Library. LearningExpress Library is an interactive online learning platform of practice tests and tutorial course series designed to help library patrons, students, and adult learners succeed on the academic or licensing tests they must pass. It is available in more than 3,000 public, college, and school libraries in the United States.

LearningExpress Advantage (2000-present). MI provides PEG automated essay scoring for hundreds of online practice tests, such as those for the SAT, ACT, GED and middle and high school writing exams.

LearningExpress Folio (2005-present). MI provides development and content expertise as well as scoring for this project, the cornerstone of which is the creation of diagnostic, multi-trait writing rubrics used for practice scoring, writing instruction, and remediation. This program is being implemented in districts within six states.

Updated 7/8/08

Maryland

Client Contacts

Janet Bagsby (410) 767-0048
Betsy Johnson (410) 767-2481 (for HSA)
Martin Kehe (410) 767-0080
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, MD 21201

Maryland High School Assessment (1998-2003, 2004-2008, 2008-2009). MI is the scoring contractor for the HSA, which comprises four subject area tests (English, algebra, government, and biology) and includes selected-response as well as brief and extended constructed-response items. (Geometry was included in the program until 2006.) MI's work on the scanning and handscoring activities increased each year, with field testing in 1999 and operational testing in 2004, when the HSA became a requirement for graduation. Between 65,000 and 75,000 students are assessed in each content area each year across three administrations (four, beginning in 2008). MI is responsible for secure pick-up of test materials from the schools; performing the scanning and scoring; and reporting raw demographic data and score data files to the Development Contractor, who provides final reports to MSDE. MI also reviews new constructed-response items before administration and evaluates them after administration. We also prepare constructed-response items for public release on MSDE website.

Maryland Writing Test (1982-2008). MI was the handscoring contractor for this essay exam, which all Maryland high school students were required to pass before receiving a diploma. It has been replaced by the HSA (see above). MI scored essays from approximately 125,000 students yearly. Each student was required to respond to one narrative and one explanatory prompt. Each response was scored on a four-point modified holistic scale. As part of a contract awarded in 1998, we have also been responsible for the printing, processing, and distribution services associated with the MWT, and we began transmitting results to the MSDE for reporting. In 2002, reporting became MI's responsibility. MI continues to score MWT essays to accommodate students who have not yet met the old graduation requirement.

Maryland Functional Tests (2001-2006). MI was the contractor for Module I: Creation of Electronic Item Banks, Test Development, Document and Data Processing, Scoring, Analysis and Reporting for these tests, which were administered three times per year and involved approximately 100,000 to 120,000 students per administration. The MFTP consisted of the Maryland Functional Reading Test (MFRT), the Maryland Functional Math Test (MFMT), the Maryland Test of Citizenship Skills (MTCS), and the Maryland Writing Test (MWT). These tests were used to certify students for high school graduation, and students could begin taking the tests as early as sixth grade.

Maryland School Performance Assessment Program (1992-2002). MI was responsible for recruiting and training 650 Maryland teachers each year to score approximately 900 different performance items for grades 3, 5, and 8 in mathematics, science, social studies, reading, and language arts. About 195,000 students were assessed annually. The contract called for the development of unique rubrics for each item as well as the related training materials. In addition, MI established four scoring centers in Maryland each summer to host the scoring project. MI scanned all answer sheets for accuracy before forwarding them to the reporting contractor. Though scheduled to continue through 2006, the program was cancelled in 2002 and replaced by assessments that would better comply with No Child Left Behind legislation. In 2002, MI scored the MSPAP at its Greensboro and Wilmington sites using its own readers.

Maryland Functional Math Test (January-October 2001). In addition to the work we performed for the MFTP contract above, MI conducted item development and field testing for the MFMT. This field test involved approximately 1,200 field test items administered to 36,000 students. MI was responsible for all aspects of item development from the writing of new items to the creation of field test forms; printing, distribution, scanning, and scoring of field test data; and statistical analysis of the resulting field test data.

Updated 5/28/08

Massachusetts

Client Contact

Fred Cheney
Massachusetts Department of Education
Student Assessment Services
350 Main Street
Malden, MA 02148
(781) 338-3621

Massachusetts Comprehensive Assessment System (1999-2004). Through a subcontract with Harcourt Educational Measurement, MI scored constructed-response science items and constructed-response and short-answer mathematics items online. In 2000, we scored 1.3 million science items and 2.5 million math items for grades 4, 8, and 10 combined. In 2001, grade 6 was added for mathematics, and science testing was changed to grades 5 and 8. Starting in 2002, MI scored the same subject and grades as in 2001, but grade 10 items were added in Technology and Engineering, Biology, Chemistry, and Physics. There were approximately 75,000 students per grade level.

Also through a subcontract with Harcourt (1999-2001), MI developed multiple-choice and constructed-response science items and multiple-choice, constructed-response, and short-answer mathematics items for MCAS. In 2000, we developed 1,046 science items for grades 5, 8, and 10 and 892 mathematics items for grades 4, 6, 8, and 10 combined.

Updated 6/30/04

Michigan

Client Contact

Dr. Joseph Martineau
Interim Director
Office of Educational Assessment and Accountability
(517) 241-4710
martineauj@michigan.gov

Michigan Department of Education
MEAP Office
608 West Allegan
Lansing, MI 48933

Michigan Educational Assessment Program (MEAP) – Grades 3-9 Administration, Scoring & Reporting (2008-2011). In 2007, MI was selected as the MEAP Administration Contractor. Under this contract, MI is responsible for printing, distribution, and scoring of all materials related to the grades 3-9 MEAP assessments, including grades 3-8 English language arts, grades 3-8 math, grades 5 and 8 science, and grades 6 and 9 social studies. MI will print and distribute all assessment documents, receive and process all completed answer documents, score multiple-choice items, image scan and provide images for all answer documents, prepare the open-ended responses for handscoring, and score the responses. MI will also produce the score reports and distribute them in cooperation with our subcontractor, LASON/HOV. There will be approximately 130,000 students tested in each grade and subject area yearly.

Michigan Merit Examination (MME) (2008-2011). MI is responsible for printing, distribution, and scoring of all materials related to the Day 3 MME assessment, which includes Michigan-produced items in math, science, and social studies for students in grades 11 and 12. MI also will be responsible for facilitating meetings and other project communications among the State, MI, and the contractor for the Day 1 and Day 2 assessments. MI will print and distribute all Day 3 assessment documents, receive and process all completed Day 3 answer documents, score multiple-choice items, image-scan and provide images for all Day 3 answer documents. MI will also host images of the Day 1 and Day 2 assessment answer documents. MI will produce the final MME score reports and distribute them in cooperation with our subcontractor, LASON/HOV. There will be approximately 150,000 students tested yearly. Additionally, MI will work with the State to train school test administrators prior to test administration as well as observe test administration at selected schools in Michigan.

MEAP Processing and Scoring (1998-2005). MI was the Prime Contractor for the processing and scoring of the MEAP tests in grades 4, 7, and 11 English language arts; 4, 8, and 11 math; 5, 8, and 11 science; and 5, 8, and 11 social studies. We received and processed the completed answer documents, scored the multiple-choice items, image scanned and provided images for all answer folders, prepared open-ended responses for handscoring, scored the responses, and provided the score results for reporting. There were approximately 130,000 students tested in each grade and subject area yearly. There was also a yearly retest of approximately 30,000 high school students in each subject area.

MEAP Test Development (2002-2005). Under this contract, MI developed test items and tests for all grades (4, 5, 7, 8 and high school) and subjects (math, science, social studies, English language arts) of the MEAP test, as well as tests for grades 3-8 in math and English language arts.

MEAP Field Test Handscoring (2000-2002). Through a subcontract with Riverside Publishing Company, MI performed rangefinding and handscoring for pilot and field tests of the grades 5 and 8 and high school tests in social studies. A score scale that varied by constructed-response item (0-4 points) was used. We also designed, printed, and distributed test booklets and administration manuals; received and scanned answer documents; and produced score reports for approximately 27,500 field tests and 20,000 pilot tests. MI also conducted handscoring through a similar subcontract with Riverside Publishing Company for field tests of grades 4 and 7 and high school mathematics in 2000 and 2001 and for the grades 5 and 8 social studies field tests in 2001 and 2002.

MEAP English Language Arts Item Development (2000-2002). Under this contract, MI developed items in English language arts, conducted pilot testing, and scored responses from students in grades 4, 7, and 11. Item types included three thematically-linked parts in each test: part 1, writing from knowledge and experience; part 2, Listening for understanding (with multiple-choice items); and part 3, reading selections, multiple-choice items for each selection, cross-text multiple-choice items, and writing in response to the readings. Audio and video tapes were created for the listening portion of the tests. MI conducted bias, content, and item statistics reviews. The result was four operational test forms each for grades 4 and 7 and six operational test forms for grade 11, projected for administration in 2003.

MEAP Rangefinding and Handscoring (1998-2002). In 1998, after having conducted handscoring of several field tests, MI was awarded a contract to conduct the rangefinding and handscoring of all portions of the high school tests (reading, mathematics, science, social studies, and writing) plus the grades 5 and 8 assessments in writing, science, and social studies through 2002. We scored approximately 125,000 students per grade yearly, with score scales ranging from two to four points.

MEAP Science Test Development (1996-1999 and 1999-2001). MI developed, pilot tested, administered, and scored science tests for grades 5 and 8 for the fall 1997 and 1998 administrations and for grades 5, 8, and 11 field tests in 1999-2000. Item types included multiple choice, short answer, and extended response. In addition, MI developed hands-on student performance assessments. Teacher training video tapes and manuals were produced to assist in the performance-based assessments. Bias and content committee meetings were scheduled to review items prior to field testing. After field testing, MI conducted the item statistics review meetings.

MI was selected for another development cycle for developing, pilot testing, administering, and scoring science tests for grades 5 and 8. grade 11 was added for administration in fall 2000, spring 2001, and fall 2001. In addition to the development of tests, MI printed and copied all test booklets and printed materials and collated, distributed, and collected tests. We also provided scoring and handscoring of the short-answer and extended-response sections of the tests. All rangefinding, score reporting, and data analysis was performed by MI.

High School Proficiency Test (1995-1998). MI was responsible for handscoring the essay portion of the grade 11 HSPT using a four-point holistic scale. MI was also responsible for handscoring the constructed-response portion of the HSPT for reading, math, and science using scales that ranged from two to four points. We scored about 120,000 tests yearly.

Updated 10/10/08

Mississippi

Client Contact

Jim Simmons
Mississippi State Department of Education
Suite 805, Sillers Office Building
550 High Street
Jackson, MS 39205
(601) 359-3495

Functional Literacy Examination (1988-2004). Through a subcontract with NCS/Pearson, MI was responsible for handscoring the essay portion of this assessment, using a four-point holistic scale. Grade 11 was assessed, and about 32,000 tests were scored each year.

Subject Area Testing Program (1995-1999). Through a subcontract with Harcourt Educational Measurement, MI was responsible for handscoring the constructed-response items for the U.S. History from 1877, Biology I, and Algebra I portions of the *Subject Area Testing Program*. A four-point score scale was used. All students completing these courses were required to take the test. MI scored approximately 25,000 tests per subject per year.

Updated 6/18/04

Society for the Study of Translation and Interpretation, Inc. of the
**National Association of Judiciary
Interpreters and Translators
(NAJIT)**

Client Contact

Robin Lanier, Executive Director
National Association of Judiciary Interpreters and Translators, Inc.
1707 L Street, NW
Suite 570
Washington, DC 20036
202-293-0342 ext 201
robin@najit.org

Examination for Judicial Interpretation and Translation Certification in the Spanish/ English Language Combination (2000-2008). MI developed the written and oral examination that leads to certification as a judiciary interpreter and translator in the Spanish/English language combination. MI was responsible for job/task analysis, test specification development, item writer training, item development and review, pilot testing, test scoring and statistical analysis, standard setting, and report forms. In addition, MI produced the materials for the oral portion of the examination. MI now handles test registration, schedules exam dates, administers both the written and oral exams, scores, and reports to examinees. MI also assists in the marketing of the examination credential nationally to states and organizations.

Updated 5/28/08

New Jersey

Client Contact

Tim Peters
New Jersey State Department of Education
Director, Office of State Assessments
100 Riverview Executive Plaza
Route 29
Trenton, NJ 08625
(609) 984-7761
tim.peters@doe.state.nj.us

New Jersey Assessment of Skills and Knowledge (2006-2007 and 2007-2012). In June 2007, MI assumed responsibility for all phases of the grades 5-8 program including item and test development, printing, shipping, receiving, scanning, handscoring, reporting, and hosting a toll-free Helpline to assist district and school testing staff. In 2007-08, approximately 420,000 students were tested, with an additional 220,000 in 2008-09 when grades 3 and 4 were added. Tests for all grades assess skills in language arts literacy (writing and reading) and mathematics using both multiple-choice and constructed-response items. The tests for grades 4 and 8 also include science. MI partnered with Harcourt Assessment to provide formative assessment materials and training to districts throughout the state.

During 2006-2007, through a subcontract with Riverside Publishing Company, MI was responsible for shipping, receiving, scanning, handscoring, reporting, and hosting a toll-free Helpline. The assessment involved approximately 315,000 students in grades 5 through 7 and included multiple-choice and open-ended items in math and language arts.

High School Proficiency Assessment (2001-2009) and High School Proficiency Test (1983-1989 and 1993-2004). In 2001, MI was awarded a five-year contract, extended in recent years, for all aspects of HSPA, including ongoing development, printing, administration, scanning, rangefinding, handscoring, reporting, scaling, equating, and other psychometric research. Annually there are approximately 90,000 students who take the exam and 30,000 who take the retest. MI develops approximately 800 items per year in reading, mathematics, writing, and science. The contract also involves development and implementation of an alternate assessment for students who do not achieve a proficient score. MI is responsible for development of prompts, passages, items, and scoring rubrics; obtaining copyright permissions; and sensitivity and item bias review training. MI worked with state educators to conduct standard setting for the math and language arts tests in 2002 and for science in 2007.

End-of-Course Biology Test (2007-2009). At the request of the NJDOE, in 2007 MI began to develop an End-of-Course Biology Test to replace the HSPA science test (see above). MI's activities include ongoing item development, printing and distribution of test materials, handscoring, psychometric support, and reporting. The first operational test was administered to 106,000 students in May 2008. MI develops approximately 700 items per year and worked with state educators to conduct standard setting in 2008.

Grade Eight Proficiency Assessment (2001-2007) and Early Warning Test (1993-2001). Through a subcontract with NCS/Pearson, MI was responsible for handscoring the essay portion (two essays) of the GEPA, using a six-point registered holistic scale. MI also scored the constructed-response items in reading, mathematics, science, and (for two years) social studies. MI conducted item development and facilitated item review for the GEPA and EWT in all content areas: math, science, reading and writing. (We developed social studies items for two years before the State dropped the content area from the program.) During the course of the contracts, the NJDOE accepted over 5,000 items developed by MI.

Elementary School Proficiency Assessment (1997-2002). Through a subcontract with NCS/Pearson, MI was responsible for handscoring two essays using a six-point registered holistic scale for this grade 4 assessment. MI also scored constructed-response items in reading, mathematics, and science.

Updated 7/10/2008

New Mexico

Client Contact

Cynthia Parsons
New Mexico State Department of Education
Education Building
300 Don Gaspar Avenue
Santa Fe, NM 87501-2786
(505) 827-6528

New Mexico Portfolio Writing Assessment (1992-1997) and New Mexico Writing Assessment Program (1998-2004). MI developed, printed, and distributed all materials: prompts, administration instructions, and final composition booklets. We also received and processed the completed test booklets, hand-scored the essays using a six-point holistic scale and a three-point analytic scale in each of four categories (usage, sentence formation, mechanics, and development), and provided score reports. Narrative, expository, and persuasive writing were assessed in grades 4, 6, and 8, respectively. In 1998, the NMWAP replaced the New Mexico Portfolio Writing Assessment, for which MI performed similar activities since 1992. MI scored about 60,000 tests per year.

Updated 10/24/05

New York

Client Contact

Alice D. King
New York State Education Department
Office of State Assessment
Room 775 EBA
Albany, New York 12234
(518) 474-5902
aking2@mail.nysed.gov

Regents Component Retesting in Comprehensive English and Mathematics A.

- *Initiative 1: Test Development, Printing, and Dissemination (2002-2009).* MI developed and field tested enough items to yield 10 modules per year for Comprehensive English and conducted equating for the English field test forms. For both English and Mathematics A, we printed and disseminated test forms and administration materials, provided Braille and large print versions of operational forms, and prepared scoring materials and .PDF files of all forms, administration materials, and scoring guides for posting on the client website. The math forms were translated into five languages. In 2002-2004, MI field tested 30 forms using approximately 18,000 students. In 2003-2005, we printed approximately 135,000 tests, 6,500 special forms (Braille, translations, large print), and 30,000 manuals and other materials each year. In 2006, MI designed and administered a field test for approximately 28,000 students and 28 forms for Comprehensive English. As part of the item development process, MI facilitated the Content Study in which New York educators participated to review the items for content and difficulty prior to their inclusion in the field test. In 2006-2008, MI printed approximately 150,000 tests, 16,000 special forms (Braille, translations, large print) and the accompanying administration materials per year.
- *Initiative 1: Rubric and Task Development (1999-2001).* MI was responsible for item development, pilot testing, test construction, and handscoring of open-ended and multiple choice items. Mathematics A included four major components, and Comprehensive English consisted of two. January 2001 field tests for English and math involved approximately 13,000 students and tested 313 items. October 2001 field tests in Mathematics A involved approximately 4,000 students and 81 items.
- *Initiative 3: Printing (2001-2002).* MI printed and disseminated the performance assessment tasks, user manuals, and technical manuals to client-designated schools. We produced 18 regular test forms, 48 translated and Braille forms, 18 large print forms, and 12 informational booklets and administrative forms each testing year. We printed approximately 122,000 test forms in 2001; 135,000 test forms in 2002; and 21,000 informational materials each year.
- *Initiative 4: Conducting the Turnkey Training (2001-2002).* MI scoring leaders conducted generic turnkey training of New York educators using the rubric and artificial responses (since actual items had not yet been released). We then created training materials that were scanned and published on the NYSED website.

New York State Assessment in Elementary and Intermediate English Language Arts and Mathematics (1998-2005). From 1998-2000, under subcontract with CTB/McGraw-Hill, MI was responsible for developing, printing, and distributing all training materials for the New York educators who served as trainers, scoring leaders, and scorers for these grade 4 and 8 assessments. MI staff traveled to 10 sites throughout the state of New York and trained a total of 1,400 trainers and scoring leaders for English language arts and 2,400 for mathematics. These educators then trained teachers to score approximately 1,200,000 student booklets (300,000 per subject per grade). In 2001, New York began printing the training materials which MI provided in camera-ready form. Also in 2001, MI began producing

training videos in each content area which replaced the travel training method. We reproduced and shipped the videos to all New York scoring sites. The grade 4 ELA test consisted of 8 short and extended-response items in the areas of listening, reading, and writing. The grade 8 ELA test had 12 items in the same areas. The two math tests each had 18 short and extended-response items. During the handscoring, MI staff were available to provide support by telephone, fax, or email. Each year, MI readers performed audit scoring of 15 percent of the responses as a quality control check against the scores provided by the New York educators.

Regents Component Retesting in Global History and Geography (2001-2002). The New York State Education Department enlisted MI's assistance with two major tasks:

- *Initiative 1: Test Development (2001-2002).* Test development activities included modifying and validating generic rubrics, developing specific rubrics for each short constructed-response item, and developing and field testing 268 items. Approximately 4,000 students participated in the field test.
- *Initiative 2: Conducting Validity, Difficulty, and Sensitivity Reviews (2002).* MI conducted reviews of 336 items developed under the contract for Initiative 1.

Regents Examinations (Regular Administration). MI conducted the handscoring of field tests of new items for these high school assessments under separate contracts for each content area (see below). For English, MI scored approximately 8,000 responses yearly using a score scale of 0 to 6. For each science, there were 16 forms, 5-8 items per form, and 425-480 responses per form. The scoring scale varied. MI performed second readings for 10 percent of all responses in all subjects.

- *Comprehensive English (2000-2005)*
- *Earth Science (2000-2001)*
- *Living Environment (2000-2001)*

Updated 5/28/08

North Carolina

Client Contacts

For Interpreter Assessment:

Rachael Ragin
Educational Consultant for the
Deaf and Hard of Hearing
rragin@dpi.state.nc.us
(919) 807-3990

North Carolina Department of Public Instruction
Exceptional Children Division
301 North Wilmington Street
Raleigh, NC 27601-2825

For Reading and Science:

Mildred Bazemore
mbazemore@dpi.state.nc.us
(919) 807-3774

North Carolina Department of Public Instruction
301 North Wilmington Street
Raleigh, NC 27601-2825

For Writing:

Yevonne Brannon
yevonne_brannon@ncsu.edu
(919) 515-1300

North Carolina State University
Center for Urban Affairs and Community Services
Campus Box 7401
Raleigh, NC 27695-7401

Educational Interpreter Performance Assessment (2007-2009). MI was contracted by the North Carolina Department of Public Instruction: Exceptional Children Division to administer this videotaped assessment. Passing it is a requirement for individuals wishing to work with deaf and hard-of-hearing children in North Carolina public schools (grades K-12). Individual MI staff members were approved to serve as Local Test Administrators by the assessment's original developer, Boys Town Research Hospital of Omaha, Nebraska.

North Carolina Testing Program: High School Science (2004-2006). MI developed 24,000 multiple-choice items for the End-of-Course high school tests in Physical Science, Biology, Chemistry, and Physics. We recruited, hired, and trained North Carolina science teachers to serve as item writers. MI staff edited, reviewed, and formatted the items and delivered them in electronic and paper format with all required data bases.

North Carolina Testing Program: Grades 5 and 8 Science (2004-2005). MI developed approximately 2,500 multiple-choice items for the End-of-Grade test in grade 5 and 3,000 for grade 8. We recruited, hired, and trained North Carolina science teachers to serve as item writers. MI staff edited, reviewed, and formatted the items and delivered them in electronic and paper batches with all required data bases.

North Carolina Testing Program: Reading Comprehension (2003-2004). MI conducted development of multiple-choice items in reading comprehension for the End-of-Grade tests for grades 3 through 8, plus a grade 2 pretest and a grade 9 readiness test. Activities included conducting research on 750-800 text selections, acquiring copyright permissions, providing eight training workshops for NC teachers who participated in item writing and review at three sites across the state, and supplying additional items as needed in order to yield the requested 5,530 approved items for addition to the NC Item Databank.

North Carolina Testing Program: Writing (2003). MI was contracted by North Carolina State University to develop 300 writing prompts for the grade 4 writing portion of the North Carolina Testing Program. Half of the prompts were for the personal narrative mode and half were for the imaginative narrative mode. MI also conducted bias reviews and compiled readability statistics for the prompts.

Updated 6/19/08

Ohio

Client Contact

Patrice Corrigan
Assistant Director, Office of Assessment
(614) 995-3868
patrice.corrigan@ode.state.oh.us

Ohio Department of Education
25 South Front Street, Mail 507
Columbus, OH 43215-4104

Ohio Graduation Tests (2002-2007). In 2002, with Questar Assessment, Inc. as a subcontractor, MI began development of the new Ohio Graduation Test. MI developed reading and mathematics tests administered to tenth graders in the spring of 2003. Additional tests in writing, science, and social studies were added in 2005. As the prime contractor, MI was responsible for all aspects of the project, including scoring, reporting, public engagement, and professional development. In addition to handscoring the writing tests, MI also handscored six constructed-response items on each of the mathematics, science, social studies, and reading tests. We developed and hosted student and teacher websites containing our award-winning multimedia material, rubrics, anchor papers, online multiple choice diagnostic tests, and access to our PEG automated essay scoring system. In the first two years of the system, the websites received more than 500,000 hits. In spring 2003, MI worked with Ohio educators and the ODE to review performance level descriptors and conduct standard setting using the Bookmark method for both the reading and mathematics tests. The contract also included printing, shipping, and scoring the remainder of Ninth-Grade Proficiency Tests as they were phased out.

Ohio Twelfth-Grade Proficiency Tests:

- *Item Development (1998-2001).* MI was responsible for maintaining the item bank, developing new items as required, producing operational and field tests, and scheduling and organizing bias and content review meetings. Psychometric analysis of data was made available at each stage of the development process.
- *Item Development - Revised (2000-2001).* New legislation in Ohio brought about significant changes in high school graduation requirements. These changes and the desire of Ohio educators to include short-answer and extended-response items in the tests dramatically altered the format, content, and complexity of the twelfth-grade tests. MI contracted to provide overall project management for development of the new tests, including performing all technical and data analysis tasks, developing writing prompts and multiple-choice and open-ended items in mathematics, science, citizenship, and reading, and preparing formatted field and operational tests. In 2001, the Ohio legislature eliminated the grade 12 program.
- *Handscoring (1994-2000).* Each student was required to respond to two prompts: narrative, expository, and/or persuasive. Each response was scored on a six-point holistic scale. Responses that fell below the standard were scored on a two-point analytic scale. The analytic categories were language, organization, content, and conventions. Each year, MI conducted a generalizability study.

Ohio Ninth-Grade Proficiency Test:

- *Item Development (1998-2002).* MI was responsible for maintaining the item bank, developing new items as required, producing operational and field tests, and scheduling and organizing a series of bias and content review meetings. Psychometric issues received special attention as items and tests were developed.
- *Handscoring (1989-2001).* MI was responsible for handscoring this assessment using a four-point holistic scale. Students were required to respond to two prompts. Passing the test was required for a

high school diploma. MI scored about 550,000 responses per year and conducted a yearly generalizability study.

Ohio Fourth-Grade and Sixth-Grade Proficiency Tests:

- *Item Development (1998-2000)*. MI created over 400 test items in reading, mathematics, science, and citizenship each year. We were responsible for maintaining the item bank, developing new items and annual tests, and organizing and providing leadership and guidance for the bias and content review meetings. We developed the scoring rubrics for open-ended items using two-point and four-point holistic scales and provided data analysis and psychometric assistance throughout the development and review processes.
- *Handscoring (1997-1999)*. MI scored these assessments, which included five subject areas: writing, reading, mathematics, citizenship, and science. MI scored two pieces of writing from each student in each grade, plus five to ten short-answer and two extended-response items per grade. Eighty percent of the constructed-response items were scored using a two-point holistic scale, while the other 20 percent used a four-point scale. MI conducted the rangefinding meetings in Ohio to set standards for open-ended scoring. There were approximately 130,000 students assessed at each grade level.

Updated 8/2/07

Prince William County, Virginia

Client Contact

Debbie Powers
Prince William County Public Schools
Planning and Assessment – Testing Office
14800 Joplin Road, Room 115
PO Box 389
Manassas, Virginia 20108
(703) 791-7489
powersda@pwcs.edu

English Research Writing Requirement (1999-2008). Since 1999, MI has been conducting the scoring, data processing, and reporting for the English Research Writing Requirement, which is required of every eleventh-grader in the school system. Students submit a type-written research paper of four to seven pages. Papers are evaluated on a scale of 1 to 4 in four domains: content, style, structure, and presentation. MI scores about 5,000 papers annually.

Updated 5/28/08

The Professional Meeting Planners Network (PMPN)

Client Contact

James Montague, President
PMPN
100 Capitola Drive, Suite 305
Durham, NC 27713
(919) 419-8242
jmontague@pmpn.com

Certified Medical Meeting Manager Exam (2005-2006). MI built and delivered a pilot exam program for assessing the knowledge level and skill set of medical meeting planners desiring to work through the medical meeting industry's most highly regarded meetings service organization, PMPN. The exam was delivered to members and prospective members via MI's proprietary online technology platform, MIST™. In addition, MI managed the electronic registration of exam candidates and provided PMPN with item analysis reports and recommendations.

Updated 7/31/07

ProWrite

Contact

Candace Luther
ProWrite Project Director
423 Morris Street
Durham, NC 27701
Tel 919.425.7722
Toll free 866.691.1244
Fax 919.425.7727
www.eprowrite.com
prowrite@measinc.com

ProWrite Writing Program (1998-ongoing). Measurement Incorporated is one-third owner of ProWrite, LLC, which offers an adult writing program to businesses and organizations interested in assessing the writing skills of job applicants or improving the writing of current employees. Clients include law enforcement organizations, educational agencies, corporations, and financial institutions.

ProWrite develops the prompts in coordination with client goals, conducts pilot studies, sets the scoring standards, establishes norms, and produces anchor sets for training readers. The client chooses the scoring standard to be used: high school graduate or college graduate.

The ProWrite writing assessment is offered online or in paper form. The examinee writes on a topic assigned by ProWrite, and the writing sample is sent online or by mail or fax to ProWrite, where it is scored independently by two trained readers using a six-point scale in five separate categories: Organization, Support, Sentence Structure, Grammar, and Mechanics. An individual writing profile with graphed scores for each skill category is returned to the client online or by fax or mail. In addition, an individual Diagnostic Report indicates strengths and weaknesses in up to 70 writing sub-skills. The ProWrite program also includes online writing practice tests, scored by PEG, and online tutorials linked to the specific writing skill areas diagnosed by the assessment.

Updated 6/9/2008

South Carolina

Client Contact

Suzanne Swaffield
South Carolina Department of Education
1429 Senate Street
Columbia, SC 29201
(803) 734-8274
sswaffie@sde.state.sc.us

South Carolina Alternate Assessment (2004-2009). Through a subcontract with American Institutes for Research (AIR), MI conducts printing, shipping, handscoring, data processing, and reporting tasks for this alternate assessment that includes approximately 2,000 students in grades 3-8 and high school who cannot participate in the state's regular assessments.

Updated 5/28/08

Tennessee

Client Contacts

For TCAP Writing:

Charlotte Woehler
Assistant Director of Assessment
Tennessee Dept. of Education
Evaluation and Assessment Div.
Hardison Complex
1252 Foster Avenue
Nashville, TN 37243
(615) 253-4344
Charlotte.Woehler@state.tn.us

For TCAP-Alt PA:

Terry Wallis
Tennessee Dept. of Education
Andrew Johnson Tower, 6th FL
710 James Robertson Parkway
Nashville, TN 37243
(615) 532-9702

For TCAP ELP

Paula Gaddis
ESL Test Coordinator
Tennessee Dept. of Education
Andrew Johnson Tower, 5th FL
710 James Robertson Parkway
Nashville, TN 37243-0375
615-741-3262

Tennessee Comprehensive Assessment Program – English Language Proficiency Assessment (2007-2011). Tennessee assesses K-12 students with Limited English Proficiency in speaking, listening, reading, writing, and comprehension through the use of the ELDA (English Language Development Assessment) that MI developed in conjunction with the Council of Chief State School Officers (CCSSO) and a consortium of its member states. MI conducts standard setting; develops, prints, and ships ancillary materials and interpretive guides; produces versions in large print, Braille, and audio; performs all handscoring services; and produces electronic reports at the student, school, and state levels. Approximately 26,500 students were tested in 2008.

Tennessee Comprehensive Assessment Program Writing Assessment (2000-2003 and 2004-2008). MI provides scoring services for this assessment which involves 69,000 students each in grades 5 and 8 and 50,000 students in grade 11. We develop and produce test materials, answer documents, administration manuals, and pre-test and post-test brochures. We receive tests from school districts, log them in, scan the writing answer documents, and handscore the essays using a six-point scale. We then print and distribute score reports and provide a final electronic file of all results. MI also develops and produces an online sampler for each grade.

Tennessee Comprehensive Assessment Program – Alternate Writing Assessment (2004-2008). MI provides scoring services for this assessment which involves approximately 500 special education students per grade in grades 5, 8, and 11. We develop and produce test materials, answer documents, administration manuals, and pre-test and post-test brochures. We receive tests from school districts, log them in, scan the writing answer documents, and handscore the essays using a six-point scale. We then print and distribute score reports and provide a final electronic file of all results. MI also develops and produces an online sampler for each grade.

Tennessee Comprehensive Assessment Program – Alternate Portfolio Assessment (2006-2008). MI handscores between 6,000 and 6,500 portfolios from students with significant cognitive disabilities in grades K-12. We participate in rangefinding and anchor setting, create training materials and train scorers, and provide reports at the state, district, school, class, and student levels. We also conduct statistical analyses before returning the portfolios to districts.

Updated 10/20/08

Washington

Client Contact

Dr. Joe Wilhoft, Assistant Superintendent
Assessment and Student Information
Office of Superintendent of Public Instruction
Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200

Washington Alternate Assessment System (2007). MI conducted standard setting for the State's alternate assessment program (grades 3-high school). Using a generalized holistic procedure, MI psychometricians led groups of Washington educators through three rounds of rating of student work samples and then led an articulation committee through a vertical moderation process that resulted in cut scores in each content area that took all grade levels into consideration.

Updated 8/2/07

West Virginia

Client Contact

Amelia Davis Courts
West Virginia Department of Education
1900 Kanawa Blvd East B-318
Charleston, WV 25305-0330
(304) 558-2691
aadavis@access.k12.wv.us

West Virginia Test of English Language Learning (WESTELL) (2006-2008). West Virginia is part of a consortium of states that use the Council of Chief State School Officers' English Language Development Assessment (ELDA) to meet federal guidelines issued by the No Child Left Behind Act. As the CCSSO's contractor for ELDA, MI provides the test to West Virginia. Under this direct contract with the State of West Virginia, MI performs all distribution and collection of test and support materials to and from 31 districts and 231 schools. MI scores more than 1,000 tests from students in grades K-12 and returns reports to the districts. We also provide staff development training.

Updated 7/9/08