



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

Request for Quotation

RFO NUMBER
EDD316992

PAGE
1

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

Dr. Norman Webb
 University of Wisconsin
 Center for Educational Research
 1025 W Johnson Street
 Madison, Wisconsin 53705

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

VENDOR

SHIP TO

DATE PRINTED 07/09/2009	TERMS OF SALE	SHIP VIA	F.O.B.	FREIGHT TERMS
BID OPENING DATE: 08/06/2009		BID OPENING TIME 01:30PM		

LINE	QUANTITY	UOP	CAT. NO.	ITEM NUMBER	UNIT PRICE	AMOUNT
0001	1	LS		924-10		
<p>THE WEST VIRGINIA PURCHASING DIVISION, FOR THE AGENCY, THE WEST VIRGINIA DEPARTMENT OF EDUCATION, IS SOLICITING BIDS FOR A FIRM TO ALIGN CONTENT STANDARDS AND OBJECTIVES TO THE STATEWIDE ASSESSMENT PER THE ATTACHED SPECIFICATIONS.</p> <p>TECHNICAL QUESTIONS MUST BE SUBMITTED IN WRITING TO SHELLY MURRAY IN THE WEST VIRGINIA PURCHASING DIVISION VIA MAIL AT THE ADDRESS SHOWN AT THE TOP OF THIS RFQ, VIA FAX AT 304-558-4115, OR VIA EMAIL AT SHELLY.L.MURRAY@WV.GOV. DEADLINE FOR ALL TECHNICAL QUESTIONS IS 7/20/2009 AT THE CLOSE OF BUSINESS. ALL TECHNICAL QUESTIONS RECEIVED, IF ANY, WILL BE ADDRESSED BY ADDENDUM AFTER THE DEADLINE.</p> <p>QUESTIONS CONCERNING THE ACTUAL PROCESS BY WHICH A VENDOR MAY SUBMIT A BID TO THE STATE OF WEST VIRGINIA ARE NOT CONSIDERED TO BE TECHNICAL QUESTIONS AND MAY BE SUBMITTED AT ANY TIME PRIOR TO THE RFQ OPENING AND IN ANY FORMAT.</p>						
<p>CONSULTING, EDUCATIONAL</p> <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</p>						

RECEIVED
 2009 AUG -4 AM 9:23
 WV PURCHASING DIVISION

SEE REVERSE SIDE FOR TERMS AND CONDITIONS			
SIGNATURE <i>N. Webb</i>	TELEPHONE 406-886-2074	DATE 8/2/2009	
TITLE Consultant	FEIN 20,831,4883	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, the State may deem this contract null and void, and terminate such contract 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.



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RFQ COPY
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<p>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 CAUSES (INCLUDING BUT NOT LIMITED TO DELAYS IN TRANSPORTATION OR AN UNANTICIPATED INCREASE IN THE VOLUME OF WORK.)</p> <p>BANKRUPTCY: IN THE EVENT THE VENDOR/CONTRACTOR FILES FOR BANKRUPTCY PROTECTION, THE STATE MAY DEEM THE</p>						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE	TELEPHONE 406-836-2074	DATE 8/2/2009
TITLE Consultant	FEN 20-8314883	ADDRESS CHANGES TO BE NOTED ABOVE

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<p>CONTRACT NULL AND VOID, AND TERMINATE SUCH CONTRACT 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. 05/26/2009</p> <p>WORKERS' COMPENSATION: VENDOR IS REQUIRED TO PROVIDE A CERTIFICATE FROM WORKERS' COMPENSATION IF SUCCESSFUL.</p> <p>NOTICE</p> <p>A SIGNED BID MUST BE SUBMITTED TO:</p> <p>DEPARTMENT OF ADMINISTRATION PURCHASING DIVISION BUILDING 15 2019 WASHINGTON STREET, EAST CHARLESTON, WV 25305-0130</p> <p>THE BID SHOULD CONTAIN THIS INFORMATION ON THE FACE OF THE ENVELOPE OR THE BID MAY NOT BE CONSIDERED:</p> <p>SEALED BID</p> <p>BUYER: SHELLY MURRAY</p>						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS			
SIGNATURE	TELEPHONE	DATE	
<i>[Signature]</i>	406-886-2074	8/2/2009	
TITLE	FEIN	ADDRESS CHANGES TO BE NOTED ABOVE	
Consultant	20-8314883		

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State of West Virginia
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Quotation

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LINE	QUANTITY	UOP	CAT. NO.	ITEM NUMBER	UNIT PRICE	AMOUNT
				EDD316992		
				08/06/2009		
				1:30 PM		
PLEASE PROVIDE A FAX NUMBER IN CASE IT IS NECESSARY TO CONTACT YOU REGARDING YOUR BID: <i>No FAX is available (nlwebb@wisc.edu)</i>						
CONTACT PERSON (PLEASE PRINT CLEARLY): <i>Norman L. Webb</i>						
***** THIS IS THE END OF RFQ EDD316992 ***** TOTAL: _____						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE <i>Norman L. Webb</i>	TELEPHONE 406-886-2074	DATE 8/2/2009
TITLE <i>Consultant</i>	FEIN 20-8314883	ADDRESS CHANGES TO BE NOTED ABOVE

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

Proposal to Conduct Alignment Studies to Determine the Alignment between the 21st Century West Virginia Content Standards and Objectives and the West Virginia Educational Standards Test 2 (WESTEST 2) Assessments for Science Grades 10 and 11

**Submitted by Norman L. Webb, A Private Contractor
24675 Camp Creek Road
Swan Lake, Montana 59911
August 2, 2009**

Abstract

This is a proposal to conduct alignment studies of the 21st Century West Virginia content standards and objectives and the West Virginia Educational Standards Test 2 (WESTEST 2) assessments for science grades 10 and 11. One group of six reviewers will conduct a 1) Field Test Item Bank review analysis after the award of the contract in early September; 2) a Pre-field Test alignment study in October, and 3) a Post-field Test alignment study prior to September 2011. Three content experts will be from states other than West Virginia with no connection to West Virginia and three reviewers from West Virginia. The budget for the proposal includes travel and stipends for the external reviewers only. The budget is based on the assumption that all costs for the West Virginia reviewers and the meeting facilities will be assumed by West Virginia Department of Education. The total amount for the three alignment analyses for science grades 10 and 11 and the work as described in this proposal is \$73,930.

All of the analyses will be done at a three-day institute conducted in the Charleston, West Virginia. A web-based tool, the Web Alignment Tool (WAT), will be used for reviewers to enter data, for analyzing the data, and for producing data tables. One report will be produced for each of the analyses—item review, pre-field test, and post-field test. The reports for the pre and post-field test analyses will describe for each grade the alignment between West Virginia content standards and the assessment. Four alignment criteria will be used to describe the alignment—categorical concurrence, depth-of-knowledge consistency, range-of-knowledge correspondence, and balance of representation. Four depth-of-knowledge levels will be used to analyze the content complexity for the regular assessment. Information will be reported by assessment items and by the main areas of expectations (standards). The reports will include a commentary on what would be required for each of the assessments to be fully aligned based on the four criteria if the assessments are not considered fully aligned. A fifth criterion, source-of-challenge, will also be used and reported. Reviewers will identify any item with a misplaced challenge such as an unfair bias for a subgroup, an acceptable answer or content requirement other than the targeted standard/objective, or poor item construction.

SCOPE OF WORK AND DELIVERABLES

1. In Scope

An alignment process developed by the contractor, Norman L. Webb, will be used in this analysis. This process has been used to analyze curriculum standards and assessments in over 25 states to meet or to prepare to meet the Title I compliance as required by the United States Department of Education (USDE). Three of the first four states that have met the USDE requirements used the process to evaluate alignment of their standards and assessments. It should be noted, however, that compliance is an agreement between the state and the United States Department of Education and the acceptance of the process has to be agreed upon by these two agencies and cannot be guaranteed by the contractor.

Trained teams of six reviewers will conduct the alignment analyses. Six reviewers rather than eight will produce reasonable reliability of results while reducing costs. These reviewers, knowledgeable content area experts, will use a web-based software called the Web Alignment Tool (WAT) (<http://www.wcer.wisc.edu/wat>) developed under the direction of Norman Webb at the Wisconsin Center for Education Research in cooperation with the Council of Chief School Officers (CCSSO) and funded by the National Science Foundation and the United States Department of Education.

The team of reviewers will analyze the alignment of the West Virginia's standards and WESTEST 2 assessments or items from the item bank. The West Virginia standards will be entered into the WAT. The team of reviewers will review the existing DOK levels assigned to each objective and will reach consensus on the depth-of-knowledge level objective under the state standards that require any change.

Then the team of reviewers will use the WAT to code items in the item bank for the Item Bank Review and two forms for each grade of the assessment for the Pre-field Test and Post-field Test reviews. Findings for each content area will be reported on four alignment criteria along with source-of-challenge issues and other notes. Detailed information will be provided electronically for each item and each state standard. This information will allow state officials to judge the acceptability of individual items on the assessments and the coverage at the grade level of expectations.

For each of the three analyses, one written report will be prepared—item review, pre-field test, and post-field test. For the Item Review, the reports will describe the distribution of items by content standards, objectives, and DOK levels. Items with source-of-challenge issues will be identified along with any other issues. The number of potential assessment forms aligned with the WV standards and objectives will be described.

For the Pre-field Test and Post-field Test studies, the reports will describe the overall alignment of each assessment form with the West Virginia content standards. The overall alignment will be reported as acceptable, needs improvement, or unacceptable.

Each report will include a section for each grade assessment describing in some detail what changes are needed to improve the alignment. Although information on needed changes will not be reported item by item (information on this will be included in the appendices), tables will be included that will report what standards reviewers coded to each item. A sample report can be provided. The tables that will be included for each assessment for each content area include:

- Summary of results for each of the four alignment criteria
- Comments made by reviewers on items identified as having a source of challenge issue by item number.
- The depth-of-knowledge level (DOK) value for each assessment item given by each reviewer. The intraclass correlation for the group of reviewers is given on the last row.
- All notes made by reviewers on items by item number.
- The DOK level and objective code assigned by each reviewer for each item.
- Standards coded to each item by reviewer.
- Items coded by reviewers for each standard.
- Number of reviewers coding an item by standard.

Preliminary findings and data tables can be submitted to West Virginia Department of Education (WVDE) within two weeks following an institute. Reports will be submitted one month after the institute.

2. Technical Environment

Content area expert reviewers will analyze the West Virginia content standards and the assessments using the definitions of four Depth-of-Knowledge (DOK) levels for the regular assessment. The DOK definitions for science are attached.

Pre-field Test and Post-field Test

For the Pre-field Test and Post-field Test studies, the content standards and each assessment form will be compared using four alignment criteria:

- *Categorical Concurrence*. The criterion of categorical concurrence between standards and assessment is met if the same or consistent categories of content appear in both documents.
- *Depth-of-Knowledge Consistency*. Depth-of-knowledge consistency (using the DOK) between standards and assessment indicates alignment if what is elicited from students on the assessment is as demanding cognitively as what students are expected to know and do as stated in the standards.
- *Range-of-Knowledge Correspondence*. The range-of-knowledge criterion is used to judge whether a comparable span of knowledge expected of students by a standard is the same as, or corresponds to, the span of knowledge that students need in order to correctly answer the assessment items/activities.
- *Balance of Representation*. The balance-of-representation criterion is used to indicate the degree to which one indicator is given more emphasis on the assessment than another.

Field Test Item Bank

For the Field Test Item Bank review, the distribution of the items by standard/objective and DOK level will be reported. The four above alignment criteria will be used to report on the number of possible distinct forms that could be created from the items in the item bank that would be aligned and have an acceptable level for each criterion. The budget is based on the assumption that the item bank has 100 items for each grade for each content area. If there will be more items, then reviewers will be divided into smaller groups of two or three reviewers in order to analyze all of the items. Smaller groups will only be used after reviewers have been trained and demonstrate they all have a common understanding of the procedures, standards, and DOK levels.

Acceptable Levels for Each Criterion

Results from each analysis will be reported on the four alignment criteria. An acceptable level has been identified for each of these four criteria. State staff will be asked to review the acceptable levels for each of four alignment criteria and to make modifications if warranted. Acceptable levels that have been used are:

- *Categorical Concurrence*: The assessment has at least six items measuring content from a standard.
- *Depth-of-Knowledge Consistency*: At least 50% of the assessment items corresponding to indicators within a standard are at or above the depth-of-knowledge level of the corresponding indicators.
- *Range-of-Knowledge Correspondence*: At least 50% of the indicators for a standard have at least one related assessment item.
- *Balance of Representation*: An index value of .7 or higher is obtained on an index, based on the difference in the proportion of indicators and the proportion of items corresponding to the indicator.

Any source-of-challenge issues (whether the primary difficulty of the assessment items is significantly related to students' knowledge and skill in the content area as represented in the standards) with assessment items will also be reported.

3. Work and Deliverables

Data for the three studies will be collected at three-day institutes held in Charleston, West Virginia.

Field Test Item Bank Review	After the contract has been awarded and early in September 2009.
Pre-field Test Study	Toward the end of October (e.g. 20, 21, and 23)
Post-field Test Study	At a mutually agreed upon time before September 2011.

The budget has been developed for the Pre-field Test and Post-field Test studies that two assessment forms will be analyzed for each grade for science, 10 and 11. The budget for the Field Test Item Bank review assumes that there will be 100 items per grade. Generally about one half day is required for training and one day for three tests. The science analyses usually take longer than for other content areas. Three days are allocated for each analysis to assure there is an adequate amount of time. Reviewers will be required to sign a confidentiality form and not to disclose any information about any assessment items for test security.

At all three institutes reviewers will be trained in the alignment-analysis coding scheme. An experienced person knowledgeable of the alignment analysis process will lead each group and train the reviewers.

Standards and Assessments

In preparation for the alignment study, West Virginia officials, testing company representatives, and Norman Webb will identify the state content standards, objectives, and the assessment items and forms that will be included in the analysis. This will be done by conference calls and email exchanges between Norman Webb and department officials. To be assured there is complete understanding between all parties, consultation on what materials should be included in the analysis is helpful. Identifying the content area objectives and standards and assessments may require some deliberation to assure a full understanding of how the state intends to use the standards and assessments. For example, some states may not expect the state-administered assessments to measure students' knowledge of all of the standards or expectations because teachers are expected to assess students' attainment of some of the standards in their classrooms (e.g. listening in language arts). Once there is a clear understanding as to what content standards, objectives, and assessments are to be included in the analyses; the contractor will enter or verify the standards that have been already entered into the Web Alignment Tool for each content area.

Logistics

The state officials and the testing company representatives are to arrange to have enough assessments at the institute, at least one for each content area reviewer. The items in the item bank for the Field Test Item Bank review will need to have a sequence number, page number, or some form of an identification number. If possible, the items in the item bank should be grouped into packets of 30 or 40 items for ease of handling. Only the item stem and choices or the item prompt and answer location for a constructed response should be included for each item. Any other information that sometimes accompanies items in an item bank, such as targeted objective or standard, assigned DOK level, or estimated difficulty level should be removed.

For all three analyses, it is helpful to have other materials including any scoring guides and answer keys. The science reviewers particularly benefit from having an answer key. The state officials will be expected to provide the contractor prior to the

analyses information on the items and assessments including the number of items, the number of items on each assessment, the point value assigned to each item, and any items that would not count towards a student's score or other items on each assessment that should be excluded from the analysis. The contractor needs to be sure he understands the full coverage of the assessments including point values assigned to items, the number of items for each assessment, and scoring guide information. This information will be entered into the WAT prior to the institute. No field test items should be included in the analysis for the Post-field test analysis.

The three-day alignment institutes will require a computer facility with a sufficient number of computers (N=6) so that each reviewer has one computer connected to the Internet. The budget is based on the West Virginia Department of Education assuming all costs associated with renting rooms and computers. The contractor will work with WVDE staff to locate and arrange to have an appropriate facility including a hotel, community college, school, or some other venue. The facility preferably will include a room with sufficient size so reviewers can be trained and conduct discussions as well as space by each computer for spreading out materials. The opening training can be done in the same room since there will only be one group. It is expected that WVDE staff will work with the contractor to arrange for an appropriate facility and for an adequate number of computers to conduct the alignment institute. All of the computers will need to be connected to the Internet. There should be access to a printer.

Operation of Alignment Institute

Each alignment institute will begin with the group leader explaining the analysis process and the products of the analysis. Particular circumstances associated with the state should be discussed with Norman Webb prior to the institute. These include, but are not limited to, such issues as whether each assessment form is to be administered only once, whether a different set of standards and objectives are to be measured by the assessments over a specified number of years, or if assessments results are to be used in specific ways. Decisions regarding these issues may require some modifications in the coding procedures.

Next, after obtaining an overview of the alignment process, reviewers will be trained on the process and the DOK levels. Agreement among reviewers will be checked during the training. It should be noted that six reviewers is a reasonable number of reviewers to achieve adequate intraclass correlations in assigning DOK levels to items with appropriate training. Exact agreement is desirable, but not necessary since results will be averaged among the total number of reviewers. Training will include reviewing sample standards and assessment items and deciding on what DOK level will be assigned to each. The contractor will provide enough copies of training materials so that each reviewer will have a description of the DOK levels and example of assessment items and standards by level. The overall review of the process and training should require about two hours.

For each analysis there will be a trained leader and five reviewers who will be responsible for coding the DOK level of an assessment item for each grade level and then assigning the item to a specific objective or standard. Even though the West Virginia content standards may not be necessarily exhaustive, the analysis will code items to objectives and a generic objective (all other content under a standard not addressed by listed objectives) under each state standard. This will help to determine if assessment items measure some range of content.

The process will begin with each content area team members individually assigning a DOK level to each objective under each goal and standard by grade. The group of reviewers will reach consensus on the DOK level of each objective. The consensus DOK value for each indicator will be used to compare with the DOK levels of assessment items. At this time, reviewers will discuss what is incorporated into each standard and objective and what students are expected to know and to do. The consensus process for the Field Test Item Bank analysis will be circumvented because of time.

Next, reviewers will independently review each assessment item and assign a DOK level to the item. Each reviewer will then code the objective he or she feels the item is measuring, i.e., what students are expected to know or do. Up to three objectives can be coded as corresponding to (or hitting) each item. Reviewers will be asked to identify any item with a source-of-challenge problem—an item in which the main challenge in the item is other than knowledge of the content area being tested. They also will be asked to identify any other noticeable deficiency of items and statement of standards. It should be kept in mind, however, that the main purpose of the Pre-field Test and the Post-field Test analyses is less to critique specific items or standards as it is to analyze the alignment between the assessments and the standards. Depending on the length of the assessment, the coding of one assessment and objectives will require about three hours.

Reports and Deliverables

All of the reviewers' codes for an assessment will be entered into the WAI. A specific format for this analysis will be developed. Tables from the WAI for the analyzed content areas will be available within a week or two of the analysis. Summary statistics will be prepared for each of the four criteria—categorical concurrence, depth-of-knowledge consistency, range-of-knowledge correspondence, and balance of representation. Reviewer results will be reported by providing the average percent across state standards that officials agree on for the acceptable level for each criterion.

Deliverables of this contract will include written reports and data delivered electronically. More explicitly, the deliverables for each of three analyses will include:

- One report for each analysis reporting the results of the analysis on the four criteria for each assessment;
- Explicit statement if state standards and assessments are aligned or not aligned and what action is needed to make the standards and assessments aligned;

- Tables reporting the analysis for each criterion by state standard within a content area;
- Electronic files summarizing how all of the reviewers coded each item;
- Any other data files as requested by WVDE officials; and
- A report on the reliability among the reviewers for each analysis

WORK PLAN

Project Plan/Timeline

2009

August 20	Award of Contract
September 9-11	Field Test Item Bank Institute
September 15	Draft data on the Field Test Item Bank Analysis
September 30	Full report on item bank
October 20-22	Pre-field Test Institute
November 20	Pre-field Test Reports

2010

Unspecified	Post-field Test Institute
Three weeks	Draft reports for Post-field Test
Five weeks	Final Post-field test reports

The above days for the alignment institutes are tentative and will have to be mutually agreed upon with the WVDE staff. The location will need to be decided by the WVDE officials. The location has been set for the Charleston area. The contractor is to identify the external reviewers (three) for each of the three groups for each study. The WVDE officials are to identify three content experts from West Virginia for each group. The budget includes stipends and travel expenses for all external reviewers and nothing for West Virginia reviewers.

Norman Webb will talk with state officials and test contractors to review all of the conditions for the study, clarify the standards, gather information on the assessments, and review all of the information to be included in the reports. The contractor is expected to receive from the state most of the necessary information on the content standards, objectives, and assessments. The state is expected to identify the reviewers from West Virginia.

At each three-day alignment institute, each day will be about eight hours of intense work. Preliminary information on the results as presented in the tables will be available within two weeks following the institute. The results will be analyzed and interpreted over the three to four weeks following the institute. Reports of preliminary findings will be prepared on or about one month after the institute, and sent to the designated state officials. The final reports will be prepared on or before the dates given in the above timeline after receipt of comment from state officials.

Prior to each alignment analysis institute, the WVDE or testing contractor will be expected to provide the following:

1. Three reviewers from West Virginia for science
2. West Virginia standards documents (electronic form if available)
3. Any other relevant documents
4. Assessment forms to be analyzed, one copy for each reviewer
5. Assessment administration instructions (if available)
6. Scoring keys, rubrics, and other scoring directions, including sample student work for open-ended items
7. Item statistics, if available
8. Information on the assessments such as number of items, point value for items, any items that should be excluded from the analysis, etc.
9. A non-disclosure form for reviewers to sign

Reports

For each analysis, a written report will be prepared for each science. These reports will describe the overall alignment of the content standards with each assessment or the potential of alignment for the item bank analysis. The overall alignment for the pre and post-field test analyses will be reported as acceptable, needs improvement, or unacceptable. Each content area report will include a section on each assessment describing in some detail what changes are needed to improve the alignment. Although information on needed changes will not be reported item by item, tables will be included that will report what standards and strands/domains reviewers coded each item. The table of contents for the report will be similar to the following:

Executive Summary

Introduction

Alignment Criteria Used for This Analysis

- Categorical Concurrence

- Depth-of-Knowledge Consistency

- Range-of-Knowledge Correspondence

- Balance of Representation

- Source-of-Challenge Criterion

Findings

- Standards

- Alignment of Curriculum Standards and Assessments

- Source of Challenge

- General Comments Made by Reviewers

- Reliability Among Reviewers

Summary

References

Tables

A written copy of the report will be provided if requested along with an electronic copy in Microsoft® Word. Progress reports will be provided as required. The tables that will be included for each assessment for each content area include:

- Summary of results for each of the four alignment criteria
- Comments made by reviewers on items identified as having a source of challenge issue by item number.
- The depth-of-knowledge level (DOK) value for each assessment item given by each reviewer. The intraclass correlation for the group of reviewers is given on the last row.
- All notes made by reviewers on items by item number.
- The DOK level and standard code assigned by each reviewer for each item.
- Standards coded to each item by reviewer
- Items coded by reviewers for each standard
- Number of reviewers coding an item by standard

PROJECT MANAGEMENT

Norman Webb will oversee all of the details and operations of the contract. He will be the contact person for the WVDE and can be reached in the following ways:

Email: nlwebb@wisc.edu
Day Time Phone: 608-263-4287
Home Phone: 608-238-0644
Cell 608-345-4692
FAX 608-265-5310
Address: 3913 Priscilla Lane
Madison, Wisconsin 53705

Roles and Responsibilities

Norman L. Webb will direct the alignment studies and oversee the preparation of all of the reports. He will be responsible for identifying and obtaining the participation of all of the three external reviewers and an experienced group leader for each analysis. The West Virginia Department of Education is expected to identify the 3 reviewers from West Virginia for each analysis. All of the reviewers should be experienced and very knowledgeable of the science grades 10 and 11 curriculum, assessments, and the alignment process. The external reviewers will be identified from content experts and reviewers who have participated in prior analyses. The external reviewers and the internal reviewers will be responsible for doing the actual analyses.

Norman Webb will be working for the National Science Foundation starting September 14, 2009. He will not be able to attend any of the three institutes. He will be able to set up the studies, oversee the analyses of data, and prepare the final reports. He will arrange for an experience group leader to conduct the training and do the analyses at each institute. Possible leaders include Ted Britton and Gwen Pollock. Both of these people have chemistry backgrounds and extended experience in science education as well as the alignment process.

CAPABILITIES AND QUALIFICATIONS OF ORGANIZATION

Norman Webb will do the described work as a private contractor. He has conducted alignment studies for over 25 states or commonwealths and the country of Qatar. Through his work at the Wisconsin Center for Education Research at the University of Wisconsin he developed in 1997 the procedures to do the alignment study while working on the National Institute for Science Education, funded by the National Science Foundation, and in cooperation with the Council of Chief State School Officers (CCSSO). His work on alignment influenced the specification of alignment criteria by the U.S. Department of Education. Over the past five years, he has conducted alignment studies for the Technical Issues for Large-Scale Assessment (TILSA) collaborative of the CCSSO. Results from his study of the alignment of standards and assessments in four states have been published by CCSSO (Webb, 2003). At the American Educational Research Association annual meeting in 2002, he gave five presentations and papers on alignment including one invited presentation by the Classroom Assessment Special Interest Group. At the most recent AERA annual meeting, he gave another presentation on alignment. In addition to being one of the leading experts on alignment, Dr. Webb does research and evaluation through the Wisconsin Center for Education Research on systemic reform and curriculum. He has worked in the areas of mathematics education, assessment, and evaluation for over 30 years.

Prior Experience

In 2007, he conducted alignment studies for South Dakota, Texas, North Dakota, Illinois, Michigan, Kentucky, West Virginia, Wisconsin, Missouri, and the American Board for Certification of Teacher Excellence. For West Virginia, he completed a two-phase alignment study in language arts/language arts, mathematics and science (June 2003 through April 2004) and more recently an analysis of West Virginia's new assessment for students with disabilities (Feb and April 2006). In 2004-2005, he completed alignment studies in language arts, science, mathematics, and social studies for Delaware; in language arts, mathematics, science, and history for West Virginia (May 2004 through July 2004); in language arts and mathematics for grades 3, 5, and 7 Hawaii (May through June 2004); in language arts and mathematics for grades 4, 6, and 8 Alabama (September 2004 through December 2004); and in language arts and mathematics for the state of Michigan comparing the Michigan Education Assessment Program (MEAP) with the SAT, PSAT, ACT, PLAN, and WorkKeys (November 2004 through January 2005), grades 3-8 MEAP (September 2005), high school Merit Examination and English Language Proficiency (May 2006). In 2005-2006, he has completed or is currently working on an alignment study for the country of Qatar in English, mathematics, science, and Arabic for grades 1-12 (May 2005 through January 2006); Vermont in language arts and mathematics to analyze the state high school standards with the SAT and ACT (June through August 31, 2005); North Carolina for language arts, mathematics, science, and alternate assessments for grades 3-8, and high school (August 2005 through July 2006); and Puerto Rico in Spanish, English as a second language, and mathematics for grades 3-8 and 11 (October 2005 through January 2006).

Norman Webb wrote a monograph on alignment for the National Institute for Science Education, with the cooperation of the Council of Chief State School Officers, in 1997. Since then he has worked with the Council of State School Officers and others to refine his alignment process. In 2004 and 2005, he worked with the CCSSO Technical Issues in Large-Scale Assessment collaborative to develop a Web-based tool for analyzing the alignment of assessments and curriculum standards. This work was funded in part by the U.S. Department of Education and the National Science Foundation

Norman Webb has conducted alignment studies for states that have received Approval for their assessment systems from the U.S. Department of Education:

West Virginia (ela 3-8, HS, math 3-8 HS, sci 5, 8, HS, Alt)

Tennessee (ela 3-8, HS, math 3-8 HS, sci 5, 8, HS)

North Carolina (ela 3-8, HS, math 3-8 HS, sci 5, 8, HS)

Delaware (ela 3-8, HS, math 3-8 HS, sci 5, 8, HS)

Other states he has conducted alignment studies for that may have received approval, but a current list was not found include:

Alabama (ela 3-8, HS, math 3-8 HS)

Georgia (ela 3-8, HS, math 3-8 HS, sci 5, 8, HS)

Missouri (ela 3-8, HS, math 3-8 HS, sci 5, 8, HS)

Mississippi (ela 3-8, HS, math 3-8 HS, sci 5, 8, HS)

Illinois (ela 3-8, HS, math 3-8 HS, sci 5, 8, HS, Alt)

Kentucky (ela 3-8, HS, math 3-8 HS, sci 5, 8, HS)

Wisconsin (ela 3-8, HS, math 3-8 HS, sci 5, 8, HS, Alt)

Texas (ela 3-8, HS, math 3-8 HS, sci 5, 8, HS, Alt, ESL)

Puerto Rico (ela 3-8, HS, math 3-8 HS)

North Dakota (ela 3-8, HS, math 3-8 HS, sci 5, 8, HS)

South Dakota (ela 3-8, HS, math 3-8 HS, sci 5, 8, HS)

Hawaii (ela 3-8, HS, math 3-8 HS, sci 5, 8, HS)

Michigan (ela 3-8, HS, math 3-8 HS, sci 5, 8, HS, Alt, ESL)

He has done or his staff has done some alignment work for these additional states:

Louisiana

Oklahoma

South Carolina

Maine

Idaho

California

New Mexico

Wyoming

All reports I produced are the property of the funding state. I cannot release a report without proper approval. I would be more than willing to provide copies of any report with the name of the state and other identifying information removed.

References, all of whom I have conducted studies, include:

Edward Roeber, Director
Michigan Department of Education
Office of Educational Assessment & Accountability
P. O. Box 30008
Lansing, MI 48909
Telephone: (517) 373-0048

Cindy Simmons
Director, Office of Student Assessment
Mississippi Department of Education
359 North West Street, Suite 231
Jackson, MS 39201

Liru Zhang
Delaware State Department of Education
P.O. Box 1402
Townsend Building
Dover, DE 19903-1402
302-739-2768 phone

Gloria Turner
Alabama State Department of Education
P.O. Box 302101
Montgomery, AL 36130-2101
334-242-8038 phone

QUALIFIED PERSONNEL/STAFFING

Possible reviewers will be content experts who have participated in previous alignment studies. WVDE will name the WV reviewers for each team. Reviewers who have worked with the process in previous studies include:

Language Arts

Science

Jim Woodland (science curriculum coordinator for Nebraska)
Douglas Johnson (retired high school physic teacher of over 30 years)
Jim Leidel (retired middle school science teacher of 30 years)

COMPENSATION AND PAYMENT

The details of the budget are listed in the cost proposal. The major cost for the analysis is the honoraria and travel expenses for reviewers. The budget also includes the cost for a technical assistant, a software engineer, to provide technical support.

It is requested that half of the total cost for a study be paid on receipt of an invoice directly following the alignment institute. The remainder of the cost for the study should be paid on receipt of an invoice after two reports have been submitted.

References

Webb, N. L. (1997). Criteria for alignment of expectations and assessments in mathematics and science education. Council of Chief State School Officers and National Institute for Science Education Research Monograph No. 6. Madison, WI: University of Wisconsin

Webb, N. L. (1999). Alignment of science and mathematics standards and assessments in four states. Council of Chief State School Officers and National Institute for Science Education Research Monograph No. 18. Madison, WI: University of Wisconsin.

Webb, N. L. (2003). Alignment study in language arts, mathematics, science, and social studies of state standards and assessments in four states. Washington, D. C.: Council of Chief State School officers.

Appendix

Depth-of-Knowledge Definitions for Science

Science DOK Levels

Interpreting and assigning depth-of-knowledge levels to both standards within strands and assessment items are essential requirements of alignment analysis. These descriptions help to clarify what the different levels represent in science:

Level 1 (Recall and Reproduction) is the recall of information such as a fact, definition, term, or a simple procedure, as well as performing a simple science process or procedure. Level 1 only requires students to demonstrate a rote response, use a well-known formula, follow a set procedure (e.g. a recipe), or perform a clearly defined series of steps. A “simple” procedure is well defined and typically involves only one step. Verbs such as “identify,” “recall,” “recognize,” “use,” “calculate,” and “measure” generally represent cognitive work at the recall and reproduction level. Simple word problems that can be directly translated into and solved by a formula are considered Level 1. Verbs such as “describe” and “explain” could be classified at different DOK levels, depending on the complexity of what is to be described and explained.

A student answering a Level 1 item either knows the answer or does not: that is, the answer does *not* need to be “figured out,” or “solved.” In other words, if the knowledge necessary to answer an item automatically provides the answer to the item, then the item is at Level 1. If the knowledge necessary to answer the item does *not* automatically provide the answer, the item is at least at Level 2.

Level 2 (Skills and Concepts) 2 includes the engagement of some mental processing beyond recalling or reproducing a response. The content knowledge or process involved is more complex than in Level 1. Items require students to make some decisions as to how to approach the question or problem. Keywords that generally distinguish a Level 2 item include “classify,” “organize,” “estimate,” “make observations,” “collect and display data,” and “compare data.” These actions imply more than one step. For example, to compare data requires first identifying characteristics of the objects or phenomenon and then grouping or ordering the objects. Level 2 activities include making observations and collecting data; classifying, organizing, and comparing data; and organizing and displaying data in tables, graphs, and charts.

Some action verbs, such as “explain,” “describe,” or “interpret,” could be classified at different DOK levels, depending on the complexity of the action. For example, interpreting information from a simple graph, requiring reading information from the graph, is at Level 2. An item that requires interpretation from a complex graph, such as making decisions regarding features of the graph that need to be considered and how information from the graph can be aggregated, is at Level 3.

Level 3 (*Strategic Thinking*) requires reasoning, planning, using evidence, and a higher level of thinking than the previous two levels. The cognitive demands at Level 3

are complex and abstract. The complexity does not result only from the fact that there could be multiple answers, a possibility for both Levels 1 and 2, but because the multi-step task requires more demanding reasoning. In most instances, requiring students to explain their thinking is at Level 3; requiring a very simple explanation, or a word or two, should be at Level 2. An activity that has more than one possible answer and requires students to justify the response they give would most likely be a Level 3. Experimental designs in Level 3 typically involve more than one dependent variable. Other Level 3 activities include drawing conclusions from observations; citing evidence and developing a logical argument for concepts; explaining phenomena in terms of concepts; and using concepts to solve non-routine problems.

Level 4 (*Extended Thinking*) Tasks at Level 4 have high cognitive demands and are very complex. Students are required to make several connections—relate ideas within the content area or among content areas—and have to select or devise one approach among many alternatives on how the situation can be solved. Many on-demand assessment instruments will not include any assessment activities that could be classified as Level 4. However, standards, goals, and objectives can be stated in such a way as to expect students to perform extended thinking. “Develop generalizations of the results obtained and the strategies used and apply them to new problem situations,” is an example of a grade 8 objective that is at Level 4. Many, but not all, performance assessments and open-ended assessment activities requiring significant thought will be Level 4.

Level 4 requires complex reasoning, experimental design and planning, and probably will require an extended period of time either for the science investigation required by an objective, or for carrying out the multiple steps of an assessment item. However, the extended time period is not a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking. For example, if a student has to take the water temperature from a river each day for a month and then construct a graph, this would be classified as a Level 2 activity. However, if the student conducts a river study that requires taking into consideration a number of variables, this would be at Level 4.

Price Quotations:

The price(s) quoted in the bidder's proposal will not be subject to any increase and will be considered firm for the life of the contract. Cost shall be all-inclusive. No separate reimbursement will be made for any travel, overhead or incidental expenses. Payment upon delivery and subsequent Invoice from vendor.

The projected costs for **Review of the Field Test Item Bank** for all content areas are:

Fee for reviewers/consultant honoraria	\$ <u>20,320</u>
Preparations for the study	\$ <u>480</u>
Data analysis and report writing	\$ <u>3,300</u>
Normals, including printing, mailing	\$ <u>150</u>
Subtotal (for Item Review)	\$ <u>24,250</u>

The projected costs for the alignment studies for all content areas are as follows:

	Pre-field Test
Fee for reviewers/consultant honoraria	\$ <u>20,860</u>
Preparations for the study	\$ <u>480</u>
Data analysis and report writing	\$ <u>2,700</u>
Normals, including printing, mailing	\$ <u>150</u>
Subtotal (for Pre-field Test)	\$ <u>24,190</u>

	Post-field Test
Fee for reviewers/consultant honoraria	\$ <u>22,160</u>
Preparations for the study	\$ <u>480</u>
Data analysis and report writing	\$ <u>2,700</u>
Normals, including printing, mailing	\$ <u>150</u>
Subtotals (for post-field Test)	\$ <u>25,490</u>

RFQ Total (including item review, pre-field test and post-field test) \$ 73,930

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: Norm L. Webb Signed: [Signature]
Date: Aug 2, 2009 Title: Dr. Consultant

*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:

If this is a solicitation for a public improvement construction contract, the vendor, by its signature below, affirms that it has a written plan for a drug-free workplace policy in compliance with Article 1D, Chapter 21 of the *West Virginia Code*. The vendor **must** make said affirmation with its bid submission. Further, 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. Vendor further agrees to comply with the Confidentiality Policies and Information Security Accountability Requirements, set forth in <http://www.state.wv.us/admin/purchase/privacy/noticeConfidentiality.pdf>.

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

Vendor's Name: Norman L. Lybb

Authorized Signature: [Signature]

Date: Aug 2, 2009



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
 EDD316992

PAGE
 1

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

VENDOR

Dr. Norman Webb
 University of Wisconsin
 Center for Educational Research
 1025 W Johnson Street
 Madison, WI 53705

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
07/23/2009				

BID OPENING DATE: 08/06/2009 BID OPENING TIME: 01:30PM

LINE	QUANTITY	UOP	CAT. NO	ITEM NUMBER	UNIT PRICE	AMOUNT
ADDENDUM NO. 1						
THIS ADDENDUM IS ISSUED TO ADDRESS THE QUESTIONS AND CONCERNS RAISED PRIOR TO THE QUESTION SUBMISSION DEADLINE OF 7/20/2009.						
ATTACHMENT: QUESTIONS AND RESPONSES						
THE BID OPENING DATE REMAINS: 08/06/2009						
0001	1	LS		924-10		
CONSULTING, EDUCATIONAL						
EXHIBIT 10						
REQUISITION NO.: EDD316992						
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:						
NO. 1						
NO. 2						
NO. 3						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE: *N. Webb* TELEPHONE: 406-886-2074 DATE: 8/2/2009

TITLE: Consultant FEIN: 20-8314883

ADDRESS CHANGES TO BE NOTED ABOVE

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

RFQ NUMBER
 EDD316992

PAGE
 2

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

VENDOR

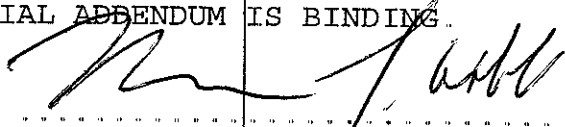
RFQ COPY
 TYPE NAME/ADDRESS HERE

SHIP TO

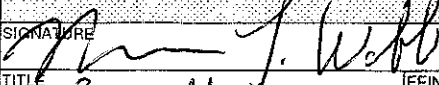
DEPARTMENT OF EDUCATION
 BUILDING 6
 1900 KANAWHA BOULEVARD, EAST
 CHARLESTON, WV
 25305-0330

DATE PRINTED	TERMS OF SALE	SHIP VIA	F.O.B.	FREIGHT TERMS
07/23/2009				

BID OPENING DATE: 08/06/2009 BID OPENING TIME 01:30PM

LINE	QUANTITY	UOP	CAT NO	ITEM NUMBER	UNIT PRICE	AMOUNT
NO. 4						
NO. 5						
<p>I UNDERSTAND THAT FAILURE TO CONFIRM THE RECEIPT OF THE ADDENDUM(S) MAY BE CAUSE FOR REJECTION OF BIDS.</p> <p>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.</p> <p style="text-align: center;">  SIGNATURE Norman L. Webb COMPANY July 31, 2009 DATE </p>						
REV. 11/96						
----- END OF ADDENDUM NO. 1 -----						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE 	TELEPHONE 406-886-2074	DATE 8/2/2009
TITLE Consultant	FEIN 20-8314883	ADDRESS CHANGES TO BE NOTED ABOVE

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