



Listening. Learning. Leading.®

Educational Testing Service
10999 Interstate Highway 10 West
Suite 400
San Antonio, Texas 78230

September 10, 2013

Connie Oswald, Senior Buyer
West Virginia Department of Education
Building 6
1900 Kanawha Boulevard, East
Charleston, WV 25305-0330

John H. Oswald
Vice President and General Manager
K-12 Student Assessment Programs
Student and Teacher Assessment

Phone: (210) 558-5633
Fax: (210) 558-5636
Email: joswald@ets.org

09/09/13 09:30:52 AM
West Virginia Purchasing Division

Dear Ms. Oswald:

Educational Testing Service (ETS) is pleased to submit our proposal to the West Virginia Department of Education (WVDOE) in response to the **Request for Proposal (RFP) # EDD398716** to provide a high school equivalency assessment aligned to West Virginia's Next Generation Content Standards and Objectives (West Virginia's Customized Common Core State Standards).

The West Virginia Department of Education's vision — to be a highly valued provider of quality educational programs offering adults in West Virginia an opportunity to build skills for success — is entirely consistent with our efforts to offer a high school equivalency assessment that is responsive to your needs. We value this opportunity to support your mission to enable adult learners to be literate, productive, and successful in the workplace, home, and community.

We are well-positioned as a provider of education-related assessment. We develop, administer, and score more than 50 million tests annually — including K–12 assessments, the Advanced Placement Program® (AP®), the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®), the College-Level Examination Program® (CLEP®), SAT® exams, the TOEFL® and TOEIC®, the GRE® General and Subject Tests, the National Assessment of Educational Progress (NAEP), and *The Praxis Series*™ for teacher licensure. Our experience with these programs demonstrates our expertise in student and adult education testing — paper-, computer-, or web-based.

ETS and Iowa Testing Programs (ITP) at the University of Iowa are working together to develop paper- and computer-based formats of the ETS High School Equivalency Test (*HiSET*™) to be available January 1, 2014. We are committed to working with states to successfully deliver the *HiSET* to out-of-school youth and adult learners across the U.S. The national *HiSET* product includes elements that are critical to providing educational opportunities to those who need a second chance to succeed — consistent with your vision



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and mission — and it helps facilitate a plan to raise college and career readiness of out-of-school youth and adults.

Throughout our proposal response, we have described how we will leverage our experience and capabilities to develop and administer the High School Equivalency Assessment for the State of West Virginia. The *HiSET* program addresses the requirements that the RFP describes in **Attachment A: Vendor Response Sheet**.

The expertise and experience we reference in this letter and our proposal, combined with our vision for *HiSET* and our strategic partnership with ITP, provide the foundation for a new standard in testing this important population. We are excited about the possibility of adding West Virginia to the growing list of states to choose *HiSET* as their assessment of choice for their adult population in need of this valuable credential. To date, ETS is working with the following states to transition to *HiSET* in 2014: Montana, New Hampshire, Tennessee, Missouri, Louisiana, and Iowa.

We would be happy to answer any questions you might have. For technical clarifications of this proposal, please contact Amy Riker, Director, *HiSET* Programs & Executive Oversight Liaison, at ariker@ets.org or (609) 619-1640.

Sincerely,

A handwritten signature in black ink that reads "John H. Oswald".

John H. Oswald
Vice President and General Manager
K-12 Student Assessment Programs
ETS Student and Teacher Assessment



Educational Testing Service

Response to Request for Proposal – RFP# EDD398716

West Virginia High School Equivalency Assessment

September 10, 2013

Prepared for:

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

For further information, please contact:

A handwritten signature in black ink, appearing to read "Amy Riker".

Amy Riker

ETS HiSET Program Director
Educational Testing Service
660 Rosedale Road, L236H
ETS Mail Drop 40-L, Princeton, NJ 08541
Phone: (609) 619-1640 / Fax: (210)-558-5636
ariker@ets.org

A handwritten signature in black ink, appearing to read "John H. Oswald".

John H. Oswald


Vice President and General Manager
K-12 Student Assessment Programs
Educational Testing Service
10999 Interstate Hwy 10 West, Suite 400
San Antonio, TX 78230
Phone: (210) 558-5633 / Fax: (210) 558-5636
joswald@ets.org

CERTIFICATION AND SIGNATURE PAGE

By signing below, I certify that I have reviewed this Solicitation in its entirety; understand the requirements, terms and conditions, and other information contained herein; that I am submitting this bid or proposal for review and consideration; that I am authorized by the bidder to execute this bid or any documents related thereto on bidder's behalf; that I am authorized to bind the bidder in a contractual relationship; and that to the best of my knowledge, the bidder has properly registered with any State agency that may require registration.

Educational Testing Service

(Company)


(Authorized Signature)

John H. Oswald, Vice President and General Manager,
K-12 Student Assessment Programs

(Representative Name, Title)

(210) 558-5633

(Phone Number)

(210) 558-5636

(Fax Number)

September 10, 2013

(Date)



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

Solicitation

NUMBER

EDD398624

PAGE

1

ADDRESS CORRESPONDENCE TO ATTENTION OF:

CONNIE OSWALD
304-558-2157

RFQ COPY

TYPE NAME/ADDRESS HERE

Educational Testing Service
10999 Interstate Highway 10 West, Suite 400
San Antonio, TX 78230

V
E
N
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DEPARTMENT OF EDUCATION

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

S
H
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P
T
O

DATE PRINTED

08/06/2013

BID OPENING DATE:

09/10/2013

BID OPENING TIME 1:30PM

LINE	QUANTITY	UOP	CAT NO.	ITEM NUMBER	UNIT PRICE	AMOUNT
ADDENDUM NO. 1						
1.	TO PROVIDE THE WV96A AGREEMENT ADDENDUM FOR SOFTWARE AND ATTACHMENT PAGE. BOTH DOCUMENTS SHOULD BE SIGNED AND RETURNED WITH YOUR BID.					
2.	TO PROVIDE THE ADDENDUM ACKNOWLEDGMENT. THIS DOCUMENT SHOULD BE SIGNED AND RETURNED WITH YOUR BID. FAILURE TO SIGN AND RETURN MAY RESULT IN DISQUALIFICATION OF YOUR BID.					
END OF ADDENDUM NO. 1						

SIGNATURE

John A. Swain

TELEPHONE

(210) 558-5633

DATE

September 10, 2013

TITLE Vice President and General Manager
K-12 Student Assessment Programs

FEIN

21-0634479

ADDRESS CHANGES TO BE NOTED ABOVE

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



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NUMBER
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PAGE
1

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10999 Interstate Highway 10 West, Suite 400
San Antonio, TX 78230

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DEPARTMENT OF EDUCATION

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CHARLESTON, WV
25305-0330

DATE PRINTED
08/26/2013

BID OPENING DATE: 09/11/2013

BID OPENING TIME 1:30PM

LINE	QUANTITY	UOP	CAT. NO.	ITEM NUMBER	UNIT PRICE	AMOUNT
ADDENDUM NO. 01						
1. TO PROVIDE ANSWERS TO QUESTIONS RECEIVED.						
2. TO PROVIDE THE ADDENDUM ACKNOWLEDGMENT. THIS						
DOCUMENT SHOULD BE SIGNED AND RETURNED WITH YOUR						
BID. FAILURE TO SIGN AND RETURN MAY RESULT IN						
DISQUALIFICATION OF YOUR BID.						
END OF ADDENDUM NO. 1						

SIGNATURE	TELEPHONE	DATE
<i>John H. Seace</i>	(210) 558-5633	September 10, 2013
TITLE Vice President and General Manager K-12 Student Assessment Programs	21-0634479	ADDRESS CHANGES TO BE NOTED ABOVE

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

Solicitation

NUMBER
EDD398716

PAGE
1

ADDRESS CORRESPONDENCE TO ATTENTION OF:
CONNIE OSWALD 304-558-2157

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TYPE NAME/ADDRESS HERE

Educational Testing Service
10999 Interstate Highway 10 West, Suite 400
San Antonio, TX 78230

DEPARTMENT OF EDUCATION
BUILDING 6
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CHARLESTON, WV
25305-0330

DATE PRINTED
08/27/2013

BID OPENING DATE: 09/10/2013

BID OPENING TIME 1:30PM

LINE	QUANTITY	UOP	CAT. NO.	ITEM NUMBER	UNIT PRICE	AMOUNT
ADDENDUM NO. 01						
1.	TO PROVIDE CLARIFICATION TO THE LANGUAGE IN THE ORIGINAL SOLICITATION, PAGE 1. THIS SOLICITATION IS A HIGH SCHOOL EQUIVALENCY ASSESSMENT - NOT AN ASSIGNMENT AS LISTED IN ERROR.					
2.	TO PROVIDE ANSWERS TO QUESTIONS RECEIVED.					
3.	TO PROVIDE REVISED PRICING PAGES.					
4.	TO PROVIDE THE ADDENDUM ACKNOWLEDGMENT. THIS DOCUMENT SHOULD BE SIGNED AND RETURNED WITH YOUR BID. FAILURE TO SIGN AND RETURN MAY RESULT IN DISQUALIFICATION OF YOUR BID.					
END OF ADDENDUM NO. 01						

SIGNATURE	TELEPHONE	DATE
<i>John H. Osuaco</i>	(210) 558-5633	September 10, 2013
TITLE Vice President and General Manager K-12 Student Assessment Programs 21-0634479		ADDRESS CHANGES TO BE NOTED ABOVE

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

WEST VIRGINIA DEPARTMENT OF EDUCATION
ATTACHMENT A

Should ETS be selected as the vendor of choice by the State of West Virginia under RFP #EDD398624, ETS agrees to the required terms and conditions attached to the RFP. In addition, the ETS *HiSET* program includes its standard terms and conditions herein referencing intellectual property rights, trademark protection, and test center responsibilities. ETS adds these terms and conditions to the standard form agreement attached to the RFP, if that becomes the final contract.

Educational Testing Service will not be responsible for:

1. Paying or subsidizing WV-selected test centers;
2. Hiring or managing Test Center personnel or compensating them in any way;
3. Actions taken by Test Center personnel or occurring at the Test Centers, including but not limited to testing delays, accidents, incidents, test taker actions or other unforeseen circumstances occurring at the Test Centers; and
4. Any security breaches, directly or indirectly caused by test takers or Test Center personnel and/or by the failure of equipment at the Test Centers.

Educational Testing Service is not liable to the Test Center for any compensation or payment of any kind. All fees or expenses associated with the use of West Virginia testing facilities are the responsibility of the Test Center. Test Center staff who administer the *HiSET* are not employees of ETS. The Test Center may charge a fee to each test taker for the use of the facilities and for the administration of the test. Charging, advertising and collecting such a fee(s) are the responsibility of the Test Center.

West Virginia Department of Education is responsible for:

1. Pre-approving selected Test Centers for the secure administration of paper-based or CBT *HiSET* testing and notifying ETS of the WV-selected Test Centers;
2. Establishing policies for the eligibility of test takers at the Test Centers;
3. Establishing testing guidelines and policies, including ADH compliance policies and procedures, and conducting Test Center compliance audits;
4. Enforcing ETS's guidelines for secure test administrations;
5. Authorizing ETS to provide the *HiSET* to the WV-approved Test Centers including the receipt and use of secure Test Materials;
6. Notifying ETS of WV's choice to close a Test Center, as needed; and
7. Managing West Virginia's high school equivalency program, including distribution of documentation and/or certification(s) as determined and authorized by WV.

Limitation of Liability

Educational Testing Service (ETS) will not be liable to WV or to any test taker for any damages arising out of the Test Center's access to, or inability to access or use, the test materials provided herein, including direct, indirect, special, consequential, incidental or punitive damages, and without limitation damages for lost profits, loss of privacy, security of data, failure to meet any duty (including but not limited to negligence or lack of professional effort), or for any other indirect damages whatsoever, that arise out of or are related to the ETS proprietary materials or the test administrations, even if ETS (or an affiliate, service provider, or agent) has been advised of the possibility of such damages and even in the event of the possibility of such damages and even in the event of fault, tort (including negligence), or strict or product liability or

misrepresentation. ETS is not responsible for physical injury or property damage suffered by or caused by a test taker sitting for the *HiSET*. ETS does not warrant that the *HiSET* or any test materials will be uninterrupted or error free at the WV Test Centers.

Intellectual Property

1. ETS holds all proprietary rights, including but not limited to, patent, copyright and trade secret, in all Test and related Test Materials of any kind including test items, reports, data, software and proprietary programs used or adapted for use for this program in the State of West Virginia.
2. Neither party may use the other Party's trade name, trademark, service mark, logo or other designations for promotional or marketing activities without the express written permission of the other Party. However, the Parties may list each other as clients or vendors respectively.

Educational Testing Service (ETS) Marks

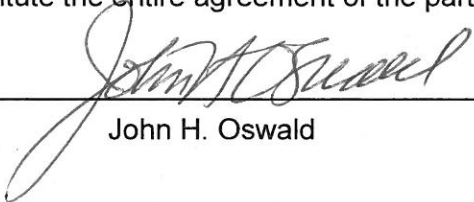
WV acknowledges and agrees that ETS, EDUCATIONAL TESTING SERVICE, and the ETS logo are trademarks and/or service marks of ETS. The test center agrees not to use, reproduce, copy or create materials for promotional purposes or to register and use any Internet Domain Name bearing the ETS name, trademarks or service marks, or the marks of ETS clients or service providers, whether such marks or names now exist or may exist during the Term of this Agreement, without the prior written approval and review of such materials by the Office of the General Counsel of ETS. Notwithstanding anything to the contrary contained in this Agreement, no trademark license is hereby granted to the test center.

Confidentiality

The Parties agree to keep confidential any proprietary information, including but not limited to performance, financial, contractual and technical information which may be exchanged during the term of this Agreement. Such information shall not be disclosed to any third party without the prior written approval of the owning Party. Restrictions as to the disclosure and use of confidential and proprietary information, especially personally identifiable information, shall continue beyond the expiration date of this Agreement.

THIS ATTACHMENT along with the standard terms and conditions provided in the RFP, constitute the entire agreement of the parties, if a contract is awarded to ETS.

By: _____


John H. Oswald

Title: Vice President and General Manager

ACORD™

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

9/03/2013

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

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PRODUCER USI Insurance Services - CL/LM 300 Executive Drive West Orange, NJ 07052 973 965-3100	CONTACT NAME: Tracy Gannuscio PHONE (A/C, No, Ext): 973 965-3119 FAX (A/C, No): 610 537-4063 E-MAIL ADDRESS: <table border="1"> <thead> <tr> <th data-bbox="812 420 1445 441">INSURER(S) AFFORDING COVERAGE</th> <th data-bbox="1445 420 1575 441">NAIC #</th> </tr> </thead> <tbody> <tr> <td data-bbox="812 441 1445 472">INSURER A: Liberty Mutual Fire Insurance C</td> <td data-bbox="1445 441 1575 472">23035</td> </tr> <tr> <td data-bbox="812 472 1445 504">INSURER B: Liberty Insurance Corporation</td> <td data-bbox="1445 472 1575 504">42404</td> </tr> <tr> <td data-bbox="812 504 1445 535">INSURER C:</td> <td data-bbox="1445 504 1575 535"></td> </tr> <tr> <td data-bbox="812 535 1445 567">INSURER D:</td> <td data-bbox="1445 535 1575 567"></td> </tr> <tr> <td data-bbox="812 567 1445 598">INSURER E:</td> <td data-bbox="1445 567 1575 598"></td> </tr> <tr> <td data-bbox="812 598 1445 632">INSURER F:</td> <td data-bbox="1445 598 1575 632"></td> </tr> </tbody> </table>	INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A: Liberty Mutual Fire Insurance C	23035	INSURER B: Liberty Insurance Corporation	42404	INSURER C:		INSURER D:		INSURER E:		INSURER F:	
INSURER(S) AFFORDING COVERAGE	NAIC #														
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INSURER B: Liberty Insurance Corporation	42404														
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INSURER E:															
INSURER F:															
INSURED Educational Testing Service Rosedale Road Mail Stop 85-D Princeton, NJ 08541															

COVERAGES

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THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

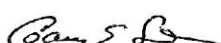
INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC		TB2Z31037343192	09/08/2012	09/08/2013	EACH OCCURRENCE \$ 2,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 \$
	AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS		AS2Z31037343182	09/08/2012	09/08/2013	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
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B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? <input checked="" type="checkbox"/> Y/N N (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N/A	WC7Z31037343172	09/08/2012	09/08/2013	<input checked="" type="checkbox"/> WC STATU-TORY LIMITS <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

The General Liability policy(s) includes a blanket automatic Additional Insured endorsement that provides Additional Insured status to the Certificate Holder only when there is a written contract that requires such status, and only with regard to work performed on behalf of the named insured.

CERTIFICATE HOLDER

CANCELLATION

State of West Virginia Department of Administration Purchasing Division PO Box 50130 2019 Washington Street East Charleston, WV 25305-0130	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE 
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PRODUCER HUB International Northeast Limited 480 Norristown Road, 2nd Floor Blue Bell PA 19422	CONTACT NAME: PHONE (A/C, No, Ext): (800) 220-3008 E-MAIL ADDRESS: Anne.Viscomi@hubinternational.com		FAX (A/C, No): (484) 344-4601
	INSURER(S) AFFORDING COVERAGE INSURER A: ACE American Insurance Company		NAIC # 22667
INSURED ETS (Educational Testing Service) Rosedale Road Mail Stop 85-D Princeton, NJ 08541	Cus#9820pa	INSURER B:	
		INSURER C:	
		INSURER D:	
		INSURER E:	
		INSURER F:	

COVERAGES	CERTIFICATE NUMBER:	REVISION NUMBER:
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INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	GENERAL LIABILITY					EACH OCCURRENCE	\$
	<input type="checkbox"/> COMMERCIAL GENERAL LIABILITY					DAMAGE TO RENTED PREMISES (Ea occurrence)	\$
	<input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR					MED EXP (Any one person)	\$
						PERSONAL & ADV INJURY	\$
						GENERAL AGGREGATE	\$
	GEN'L AGGREGATE LIMIT APPLIES PER:					PRODUCTS - COMP/OP AGG	\$
	<input type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC						\$
	AUTOMOBILE LIABILITY					COMBINED SINGLE LIMIT (Ea accident)	\$
	<input type="checkbox"/> ANY AUTO					BODILY INJURY (Per person)	\$
	<input type="checkbox"/> ALL OWNED AUTOS	<input type="checkbox"/> SCHEDULED AUTOS				BODILY INJURY (Per accident)	\$
	<input type="checkbox"/> HIRED AUTOS	<input type="checkbox"/> NON-OWNED AUTOS				PROPERTY DAMAGE (Per accident)	\$
							\$
	UMBRELLA LIAB	<input type="checkbox"/> OCCUR				EACH OCCURRENCE	\$
	EXCESS LIAB	<input type="checkbox"/> CLAIMS-MADE				AGGREGATE	\$
	DED	RETENTION \$					\$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY					WC STATUTORY LIMITS	OTH-ER
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)	<input type="checkbox"/> Y/N				E.L. EACH ACCIDENT	\$
	If yes, describe under DESCRIPTION OF OPERATIONS below	N/A				E.L. DISEASE - EA EMPLOYEE	\$
						E.L. DISEASE - POLICY LIMIT	\$
A	Professional		EONG21671897009	04/30/2013	04/30/2014	Limit Per Claim	\$1,000,000
						Ded Per Claim	\$500,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

CERTIFICATE HOLDER	CANCELLATION
State of West Virginia Dept. of Administration Purchasing Division 3 Washington Street East PO Box 50130 Charleston, WV 25305-0130	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE

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Table of Contents

Cover Letter

Notices

Title Page

Title Page

Solicitation Pages 1-4

Certification and Signature Page

Addendum No. 01 (August 6, 2013)

Addendum No. 01 (August 26, 2013)

Addendum No. 01 (August 27, 2013)

Addendum Acknowledgement Form

Agreement Addendum for Software

Agreement Attachment Signature Page

Purchasing Affidavit

ETS Attachment A

Workers' Compensation/Commercial General Liability Insurance

Professional Liability Insurance

Table of Contents

Attachment A: Vendor Response Sheet

4.4.3 – Project Overview	A-1
4.4.4 – Qualifications and Experience	A-5
4.4.5 – Professional Development	A-13
4.4.6 – Scoring	A-20
4.4.7 – Test Versions and Format	A-25
4.4.8 – Alignment to the Common Core State Standards (CCSS)	A-40
4.4.9 – Validation	A-44
4.4.10 – Accommodations	A-48
4.4.11 – Portability of Test Results	A-54
4.4.12 – Supplemental Support	A-55
4.4.13 – Registration	A-70
4.4.14 – Technology Required for Computer Based Testing	A-82
4.4.15 – Reporting	A-86

4.4.16 – Transitions.....	A-87
4.4.17 – Purchasing of Test.....	A-91
4.4.18 – Invoices and Payments.....	A-93

Attachment B: Mandatory Specification Checklist

Subsection 4.5.1.....	B-1
Subsection 4.5.2.....	B-2
Subsection 4.5.3.....	B-2
Subsection 4.5.4.....	B-3
Subsection 4.5.5.....	B-4
Subsection 4.5.6.....	B-4
Subsection 4.5.7.....	B-5

Attachment C: Cost Sheet

Appendix

Test at a Glance Summaries
About <i>HiSET</i> flyer — Announcing the new high school equivalency test from ETS
<i>HiSET</i> Frequently Asked Questions — <i>HiSET</i> Program Administration
ETS <i>HiSET</i> Press Release
Research Rationale for the <i>HiSET</i> Assessment
<i>The HiSET High School Equivalency Test Reflects College and Career Readiness</i>
Help Candidates Prepare for the New <i>HiSET</i>
Educational Testing Service Résumés
<i>HiSET</i> Sample Items/Questions
<i>HiSET</i> Practice Tests
<i>ETS Bulletin Supplement for Test Takers with Disabilities or Health-Related Needs</i>
Full Proposed <i>HiSET</i> Program Planning and Implementation Schedule – 2014 for the West Virginia High School Equivalency Assessment Program

Attachment A: Vendor Response Sheet

Provide a response regarding the following: firm and staff qualifications and experience in completing similar projects; references; copies of any staff certifications or degrees applicable to this project; proposed staffing plan; descriptions of past projects completed entailing the location of the project, project manager name and contact information, type of project, and what the project goals and objectives where and how they were met.

List project goals and objectives contained in Section 4, Subsection 4:

Section 4.4

Subsection 4.4.3 –Project Overview

Section 4, Subsection 4.4.3: *The Vendor should describe their solution to the RFP and explain how it could be used as a basis for high school equivalency diplomas in both paper and computer based formats.*

Vendor Response:

In this section:

- The Use of the *HiSET* in West Virginia — Available January 1, 2014
- Full-service High School Equivalency Assessment Program
- Components of the *HiSET*
- Use of the *HiSET* for Determining Proficiency Levels that Equate to High School Equivalency and Issuance of a State-issued Diploma

The Use of the HiSET in West Virginia — Available January 1, 2014

Educational Testing Service (ETS) proposes that West Virginia use our new national product, the ETS High School Equivalency Test (*HiSET™*), which will be the same test available to other states. ETS is not creating an assessment specifically for West Virginia but is proposing to provide the *HiSET* for access and use by the West Virginia Department of Education (the Agency).

ETS's *HiSET* will be operationally available on January 1, 2014. ETS is working with the following states to transition to *HiSET* in 2014:

- ❖ Iowa
- ❖ Louisiana (intent to award received)
- ❖ Maine (intent to award received)
- ❖ Missouri
- ❖ Montana
- ❖ New Hampshire
- ❖ Tennessee

About the *HiSET*. The purpose of the *HiSET* is to certify a test taker's attainment of academic knowledge and skills equivalent to those of a high school graduate. *HiSET* scores will identify those test takers who have performed at a level consistent with high school equivalency. Information from the *HiSET* program also will help identify areas in which test takers are career- and college-ready, as well as areas in which they may need additional preparation.

Full-service High School Equivalency Assessment Program

ETS offers the *HiSET* program as a full-service high school equivalency assessment solution for testing materials and administration.

- ❖ We provide an online *HiSET* registration, scheduling, and payment system; testing accommodation processing; test materials; preparation and instructional materials; customer service support; and scoring and reporting including score reports.
- ❖ We will provide testing materials and training for *HiSET* test administrative staff, which might include agency staff, state-approved testing center staff, test taker preparation entities, community colleges, and adult basic education staff.
- ❖ For PBT, we will provide printing and secure shipping of test booklets and answer sheets to the testing centers.
- ❖ For CBT, we will provide a system-agnostic platform for use within the existing infrastructure in the state-approved centers —assuming the current centers meet minimum testing center specifications for PBT and CBT. We provide the *HiSET* program minimum system requirements for CBT on the *HiSET* informational website at http://hiset.ets.org/states_educators/faqs/.
- ❖ We will provide scanning of paper-based answer sheets. Also, we will provide testing centers with ETS-paid UPS return labels for expedited and tracked return of answer sheets to ETS for scanning and scoring.
- ❖ We will provide a secure, robust CBT administration system. We will restrict system access by username and password with defined and monitored administrative rights.
- ❖ *HiSET* informational website with free resources for all stakeholders, including sample questions and practice tests in each content area
- ❖ The CBT platform system architecture is a robust, reliable, and scalable cluster of redundant enterprise-level application and database servers. The ETS data center in Newark, Delaware, hosts the platform.
- ❖ In the event of a system failure, human error, or some other catastrophic event, we can recover data and restore the system to full operating capacity. This scenario is one aspect of our corporate business continuity plan.
- ❖ We will work with the state to gradually increase and implement computer-based testing throughout the state, if desired.

Additional, optional products and services. ETS provides additional, optional products and services at nominal fees as we describe in **Attachment C: Cost Sheet** and the accompanying **Cost Notes**.

Components of the HiSET

We will test *HiSET* test takers in five core areas: Language Arts–Reading, Language Arts–Writing, Mathematics, Science, and Social Studies. Test takers may take the five subtests of the *HiSET* individually or as a whole battery. The test taker, upon scheduling, determines the quantity of subtests to take at one sitting. ETS developed this flexibility with test takers in mind to provide options, allowing test takers to take portions of the *HiSET* when they are ready. The *HiSET*, available as a computer- or paper-based test (CBT or PBT), covers five core areas in approximately seven hours including:

<i>HiSET</i> Component	Number of Test Questions	Item Type	Test Length
Language Arts–Reading	40 questions	100% multiple choice	65 minutes
Language Arts–Writing	51 questions	Part 1: 100% multiple choice Part 2: 100% constructed response/essay question	Part 1: 75 minutes Part 2: 45 minutes
Mathematics	50 questions	100% multiple choice	90 minutes
Science	50 questions	100% multiple choice	80 minutes
Social Studies	50 questions	100% multiple choice	70 minutes
Total Test Time			7 hours, 5 minutes

Paper- and computer-based modalities. The *HiSET* program offers the test in both paper- and computer-based formats so test takers can test using the modality in which they are most comfortable testing. In addition to offering multiple modalities, a test taker can switch between modalities and languages within a single test battery. This flexibility offered by the *HiSET* program gives test takers control of their testing experience.

HiSET Test at a Glance Summaries

On the *HiSET* informational website (<http://hiset.ets.org/>), ETS describes the knowledge and skills to be tested, the test format, and the determination of proficiency for each subject area of the *HiSET*. We will provide proficiency levels, strengths, and weaknesses for each test taker in the score report. For a description of the *HiSET* content areas and components for both paper- and computer-based versions, we have provided our **Test at a Glance summaries** in the **Appendix**. We also provide the Test at a Glance summaries at <http://hiset.ets.org/s/pdf/taag/taag.pdf>.

Use of the HiSET for Determining Proficiency Levels that Equate to High School Equivalency and Issuance of a State-issued Diploma

To support inferences related to high school equivalency and issuance of a state-issued diploma, ITP calibrated and scaled the *HiSET* item pool of high school students enrolled in regular programs of study leading to successful completion of local graduation requirements and receipt of a high school diploma. Thus, the *HiSET* reporting scales and metrics reflect national performance of the U.S. graduating class of 2012.

ITP linked parallel forms of the *HiSET* to one another using item-response theory (IRT) estimated true score equating and the 3-parameter logistic model (3PL). ITP estimated parameters for the items in the pool from the national probability sample, and these parameter estimates were used to define the base scale for ability and item difficulty and discrimination, referred to as the Base National Ability Scale. ITP calibrated the items with BILOG-MG 3 (Zimowski, Muraki, Mislevy & Bock, 2003). For any given item subset within the pool, the authors used a concurrent calibration design to estimate item parameters.

They established links among item parameters across elements of the pool by an equivalent-groups equating design. Finally, ITP developed a series of scale transformations (Stocking & Lord, 1983; Hanson, Zeng, & Cui, 2004) to place all estimated item parameters on the base scale for the national population of high school students.

For more information about the *HiSET*, please see the following materials that we provide in our **Appendix**:

- ❖ **About *HiSET* flyer** — Announcing the new high school equivalency test from ETS
- ❖ ***HiSET* Frequently Asked Questions** — *HiSET* Program Administration
- ❖ **ETS *HiSET* press release** — ETS's *HiSET* Test Offers Affordable, Accessible High School Equivalency Assessment
- ❖ **Research Rationale for the *HiSET* Assessment** — ETS's *HiSET* document describing what the tests measure and its validity
- ❖ ***The HiSET High School Equivalency Test Reflects College and Career Readiness*** — ETS's document describing the *HiSET*'s alignment to the OVAE CCR Standards for Adult Education
- ❖ **Help candidates prepare for the new *HiSET*** — document providing a comparability study of existing practice and preparation materials that are applicable to the *HiSET*

Subsection 4.4.4 –Qualifications and Experience

Section 4, Subsection 4.4.4: *The Vendor should show experience in developing and administering large scale assessments using both paper and computer based formats, training for test administration staff, printing and shipping capabilities of tests and test related materials in a timely and secure manner. The Vendor, as part of this documentation, should include a minimum of three (3) professional references to substantiate the Vendor's capacity and qualifications. References should be current (within the past three years) and should include name, title, organization name, address, phone number and e-mail address. One of the references should reflect large scale testing with a minimum of 5,000 students. Do not include current Agency staff as references. The vendor needs to grant permission to Agency to contact the references.*

Vendor Response:

In this section:

- ETS's PBT/CBT Large-scale Assessment Program Experience
- References

ETS's PBT/CBT Large-scale Assessment Program Experience

ETS continues to develop, refine, and enhance assessment services that produce assessment solutions that meet superior quality standards. The products and services we propose have proven to be efficient and effective

components of a statewide assessment and accountability system.

Our successful experience includes paper- and web-based assessments in addition to web-based scheduling and registration systems, and innovative and effective methods of score reporting. We train test administration staff as well as provide printing and shipping services for programs of various sizes and complexities. In the client references later in this section, we provide more specific examples of experience.

Our areas of focus for assessment services similar to those of the West Virginia high school equivalency assessment program are:

- ❖ **Custom assessments and programs.** We provide high-stakes assessments for a wide range of ages and audiences to states and other customers. We understand the unique requirements of large-scale assessment programs and have expertise in the skills needed to develop these programs effectively, including item and test development, test construction, printing and dissemination of test materials, administration, statistical analysis, score reporting, and research. Our programs use a range of question types, including multiple choice, constructed response/open ended, technology enhanced, and simulation.
- ❖ **National programs, adjusted to fit state needs for teacher licensure and certification.** In the teacher licensure area, we manage both custom state programs and a national assessment program (*The Praxis Series™*). While *Praxis* is a national program, we routinely work with state customers to adapt the program and provide special materials to suit individual state needs.
- ❖ **Placement/admissions programs.** We help institutions create assessments that allow teachers and administrators to gauge whether a student will succeed in a particular class or institution. Along with measuring student abilities for admission into college or a university, institutions can

use these assessments for decisions on scholarship and funding. ETS helps create assessments that colleges and graduate schools use in making admissions decisions.

- ❖ **Readiness and placement assessments.** We develop tests that colleges use to determine whether or not students are equipped to take credit-bearing courses. We also develop tests used to award advanced placement and credit.

ETS is a full-service provider of large-scale assessment services designed to fulfill a broad range of design, development, and operational requirements to states. Our K–12 roots are in customized large-scale, high-stakes state assessments. We currently have about 20 active contracts in our K–12 portfolio, the majority of them with individual states like West Virginia. We serve as both the prime contractor, where we coordinate the activity of other vendors, or as a subcontractor to other companies. These relationships afford the opportunity to bring the core competencies of industry-leading organizations together to customize a solution for each state's unique needs.

Since our founding in 1947, we have produced test items, test forms, and supporting materials for an array of well-respected testing programs for diverse populations. We have been a leader in assessment development, delivery, scoring, and reporting for more than 65 years. Our experience in providing products and services related to the *HiSET* includes:

- ❖ large-scale, high-stakes testing programs, including state and federal programs such as:
 - student graduation or high school exit examinations
 - college qualification, admission, or entrance examinations
 - professional licensing examinations
 - readiness, placement, and credit assessments
 - national and international educational surveys
- ❖ assessments that provide educational accountability data for high-school graduation examinations
- ❖ PBT and CBT administrations, including transitions from PBT to CBT

We have conducted assessments in paper- and computer-based environments, and we have helped clients manage the transmission from the former to the latter.

Our experience in programs and services includes helping K–12 educators:

- ❖ monitor and measure student achievement
- ❖ meet federal and state accountability requirements
- ❖ achieve educational goals for their schools, teachers, and students

In addition to the specific references we provide in this section, we assist the states of California, Mississippi, Tennessee, Texas, Virginia, Washington, and Wyoming, in developing their statewide student assessment programs. We also provide test development and psychometric services for two

major consortia of states developing next-generation assessments of the Common Core State Standards — the Smarter Balanced Assessment Consortium and the Partnership for Assessment of Readiness for College and Career (PARCC).

Our experience with the following specific programs also demonstrates our expertise in student and adult education testing, paper-, computer- or web-based:

- ❖ the College Board® Advanced Placement Program® (AP®), Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®), College-Level Examination Program® (CLEP®), and SAT® exams
- ❖ the TOEFL® and TOEIC®
- ❖ the GRE® General and Subject Tests
- ❖ the National Assessment of Educational Progress (NAEP), also known as “The Nation's Report Card”
- ❖ *Praxis Series* for teacher licensure (including in West Virginia)
- ❖ the Texas Educator Certification Program and the Georgia Assessments for the Certification of Educators® (GACE®) — customized educator certification programs

West Virginia Program Experience

Praxis in West Virginia. ETS currently provides *Praxis* products and services in West Virginia. We provide a description of the program and contact information for project managers assigned to this West Virginia program.

ETS Program in West Virginia	
Name of Organization	West Virginia Department of Education
Program Name	<i>The Praxis Series</i>
Program Description	<p><i>The Praxis Series</i> is a set of rigorous and carefully validated assessments that state education agencies use to make licensing decisions. ETS designed the series to evaluate each educator candidate's basic academic skills, subject knowledge, pedagogical knowledge, and classroom performance. Colleges and universities also may use the basic skills assessments to qualify individuals for entry into educator preparation programs.</p> <p>ETS administers <i>The Praxis Series</i> assessments nationally and continually updates and improves these tests to maintain alignment with state standards. Nearly 80 percent of states that include tests as part of their educator certification process depend on <i>The Praxis Series</i>. The three categories of assessments in <i>The Praxis Series</i> correspond to three milestones in educator development:</p>

ETS Program in West Virginia	<p><i>Praxis I® — Entering a teacher training program: Academic Skills Assessments</i> are designed for a student to take early in his or her college career to measure reading, writing, and mathematics skills.</p> <p><i>Praxis II® — Licensure and entering the profession: Subject Assessments</i> measure candidates' knowledge of the subjects they will teach as well as general and subject specific pedagogical skills and knowledge. More than 140 content tests are available. We regularly update the tests, and many subject fields include several assessment choices. Accordingly, a state can customize its program by selecting those assessments that best match its own licensure requirements.</p> <p><i>Praxis III® — The first year of teaching: Classroom Performance Assessments</i> evaluate aspects of a beginning educator's classroom performance. Designed to assist in making licensure decisions, trained local assessors conduct these comprehensive assessments in the classroom. These assessors use a set of nationally validated criteria to evaluate an educator's performance.</p>
Applicable Dates of Contract Work	1980 – Present
Mailing Address	West Virginia Department of Education Office of Professional Preparation (Certification) 1900 Kanawha Boulevard East Bldg. #6, Room 252
City, State, Zip	Charleston, WV 25305-0330
West Virginia Project Manager	Robert Hagerman, Assistant Director
Telephone Number	(304) 558-7010
Contact Email	rhagerma@access.k12.wv.us
Industry or Company	Education
Mailing Address	Educational Testing Service Rosedale Road, MS 51-L
City, State, Zip	Princeton, NJ 08541
ETS Contact Person and Title	Malik McKinley, Senior Client Management Lead
Telephone Number	(609) 683-2492
Contact Email	mmckinley@ets.org

References

We have included three current program references for programs that include products or services that are similar in the scope of services or complexity. As requested, we have included descriptions of the recent products and service programs and our clients' contact information.

Our program references include:

- ❖ The College Board — AP®, PSAT/NMSQT, CLEP, and SAT
- ❖ Maryland State Department of Education — Maryland High School Assessments (HSA)
- ❖ American Public University — ETS® Major Field Test (MFT)

The following are detailed descriptions and contact information for our references.

Client Reference 1	
Name of Organization	The College Board
Program Name	Advanced Placement Program (AP), Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), College-Level Examination Program (CLEP), and SAT
Program Description	<p>The College Board. Shows our breadth of experience working on national products at the high school level</p> <p>Number of Assessments – 2012 figures (numbers of examinations)</p> <ul style="list-style-type: none"> • SAT: 3.6 million; PSAT: 3.0 million • AP: 3.9 million; CLEP: 200,000 <p><u>Description:</u> ETS provides item and test development services, psychometric analysis and consultation, ancillary testing program materials development, test form assembly, test registration, test form and ancillary materials printing and distribution, test administration support, scoring (multiple choice and constructed response), psychometric analysis, score reporting, security services, customer care and underlying IT systems development, maintenance and operations for the College Board Advanced Placement (AP) exam in 34 subject areas.</p>
Applicable Dates of Contract Work	<p>July 2002, Renewed July 2010 – July 2014</p> <p>Prior to the most recent contracts, ETS has conducted this work with the College Board for over 60 years.</p>
Mailing Address	11955 Democracy Drive
City, State, Zip	Reston, VA 20190-5662

Client Reference 1	
Organization Contact Person and Title	Matt Costello, Vice President Assessment Operations
Telephone Number	(571) 485-3269
Contact Email	mcostello@collegeboard.org
Industry or Company	Education

Client Reference 2	
Name of Organization	Maryland State Department of Education
Program Name	Maryland High School Assessments (HSA)
Program Description	<p>Maryland High School Assessments. Establishes our experience with a series of end-of-course tests that cover core academic content areas</p> <ul style="list-style-type: none"> • Currently tests 400,000 test takers annually <p><u>Description:</u> The HSA is a series of end-of-course tests that cover core academic areas. The Algebra/Data Analysis, Biology, and English end-of-course tests fulfill the No Child Left Behind requirement for English, Mathematics, and Science at the high school level. The HSA series of tests included Government through the May 2011 administration before it was discontinued; however, government was reinstated with the January 2013 administration. ETS works collaboratively with Maryland educators in developing the overall high school assessment plan and the tests themselves. ETS also provides these same services for a Modified High School Assessment. In May 2009, ETS and our subcontractor, Pearson Educational Measurement, became responsible for the Module II tasks.</p> <p>ETS is responsible for retrieving used and unused test materials, scanning student responses, and conducting secure check-in. ETS is responsible for the following: (1) developing test items and materials; (2) printing and delivering test books (including alternate formats in large print, Braille, online audio, and Kurzweil), answer sheets, test administration manuals, examiner manuals, and ancillary materials for five test administrations per year (October, January, April, May, and Summer); (3) coordinating and facilitating summer committee meetings of Maryland educators; (4) designing and conducting psychometric analyses of test results, performing research studies, and producing an annual technical report; and (5) producing and delivering scores and score reports. Item types consist of selected-response (multiple-choice), student-response (grid-in), and constructed-response items in</p>

Client Reference 2	
	<p>government beginning with the January 2014 administration. Online testing for administrations of both the HSA and Modified exams was in place by May 2009.</p> <p>We also offer schools and local education agencies (LEAs) a web-based ordering system. Schools and LEAs can go online to upload pretest files, order additional materials, order make-up materials, and check the status of orders.</p>
Applicable Dates of Contract Work	April 2007 – December 2014
Mailing Address	200 West Baltimore Street
City, State, Zip	Baltimore, MD 21201-2595
Organization Contact Person and Title	Janet Bagsby, Program Manager
Telephone Number	(410) 767-0048
Contact Email	jbagsby@msde.state.md.us
Industry or Company	Education

Client Reference 3	
Name of Organization	American Public University
Program Name	ETS® Major Field Test (MFT)
Program Description	<p>ETS Major Field Test. Provides our experience delivering tests in the existing testing centers that deliver the current high school equivalency tests in states and nationally.</p> <ul style="list-style-type: none"> • Approximately 115,000 students tested annually <p><u>Description:</u> The ETS Major Field Tests are comprehensive undergraduate and Master's degree in Business Administration (MBA) outcomes assessments designed to measure the critical knowledge and understanding obtained by students in a major field of study. The Major Field Tests go beyond the measurement of factual knowledge by helping clients evaluate students' ability to analyze and solve problems, understand relationships, and interpret material from their major field of study.</p> <p>Offered in more than a dozen undergraduate fields of study, including the Associate Degree in Business and the MBA, the Major Field Tests help prepare students to succeed by using test results to improve curricula, demonstrate the strengths of curricula to prospective students and faculty, as well as to assist in providing evidence for accreditation and performance</p>

Client Reference 3	
	<p>funding. Students typically take the Major Field Tests during their final year of study after completing most of the major's required courses.</p> <p>It is available in paper-and-pencil or online versions. All tests must be proctored. Scores are available online immediately upon closing an online cohort (administration) or within 10 days of receipt of answer sheets for paper-and-pencil administrations. The online platform allows both paper-and-pencil and online users to purchase tests and view reports.</p>
Applicable Dates of Contract Work	2009-2013
Mailing Address	111 W. Congress Street
City, State, Zip	Charles Town, WV 25414
Organization Contact Person and Title	Angie Becher, Learning Outcomes and Assessments Manager
Telephone Number	(304) 725-3765
Contact Email	abecher@apus.edu
Industry or Company	Education

Subsection 4.4.5 –Professional Development

Section 4, Subsection 4.4.5: *The successful Vendor should identify the key Vendor staff, including the management team that would train the Agency, and describe how they would provide orientation to the Agency staff including information for testing/ registration by test-taker, test preparation by Examiner, test administration, scoring process, and the proposed methods for implementation. The Vendor should describe any professional development assistance to the Agency that they will be offering to instructional staff and testing staff including timeline, format, frequency and content of the professional development.*

The Vendor should describe:

- A. *the frequency and format of continuous communications between the Vendor and the Agency staff. Communications should provide an opportunity to review and discuss task implementation and status; and,*
- B. *a plan for technical assistance for CBT and PBT during the contract period including the hours for telephone support.*

Vendor Response:

In this section:

- Key *HiSET* Staff and Qualifications
 - Résumés
- Professional Development to Support the *HiSET* in West Virginia
- A. Frequency and Format of Continuous Communication
- B. Plan for Technical Assistance for PBT and CBT

Key HiSET Staff and Qualifications

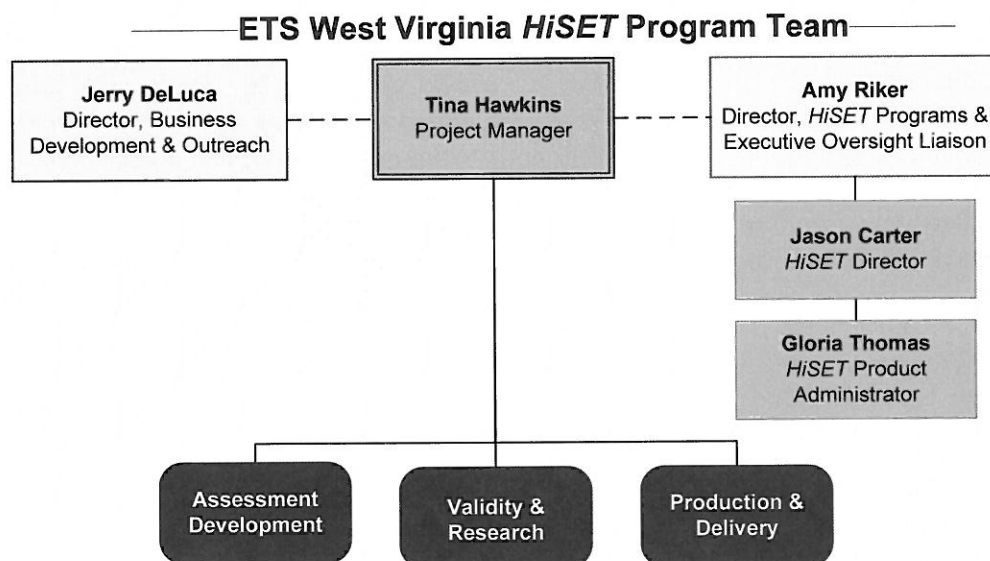
ETS West Virginia *HiSET* Program Team

Our K–12 Student Assessment Programs business unit is responsible for the central planning and management of the West Virginia *HiSET* program. Staff members in K–12 student assessment programs work closely with clients so that we develop and administer programs in a way that best meets client goals and needs.

Our K–12 staff comprises program management teams with many years of professional experience in the areas of educational measurement, management, administration,

finance, strategic planning, marketing, and business development.

Under the direction of John Oswald, Vice President and General Manager, K–12 Student Assessment Programs, we will provide the products and services specified for West Virginia’s high school equivalency assessment program. The organizational chart below shows the business unit and the departments that support the work in West Virginia.



Program Management Experience and Qualifications

The management team will provide orientation to the Agency staff via a face-to-face kick-off meeting. We typically hold the kick-off meeting within a few weeks of intent to award and cover topics such as:

- ❖ RFP/response outstanding questions
- ❖ processes of test preparation
- ❖ processes of test registration
- ❖ scoring processes
- ❖ implementation

Amy Riker, Director of the High School Equivalency Testing (*HiSET*) Program, works to contribute to education by bringing innovation to the business. She is leading work on an ETS *HiSET* program for which she has met with many groups across the nation. Amy presents regionally on *HiSET*, meeting with key decision makers to gain state adoption of the new program. Amy develops a positive competitive relationship with other assessment-service providers and establishes preferred partnerships for components of assessment programs that ETS does not provide. Amy is responsible for leading the ETS *HiSET* team end-to-end operationally. While at ETS, Amy has coordinated the scoring and training of scorers on the National Board for Professional Teaching Standards program. She has also managed the development of the Kansas Teacher Leadership Assessment, Washington ProTeach Portfolio, and the ETS Classroom Video Library, as well as assisted in the addition of 17 content areas to the California Teaching Performance Assessment. Amy has developed partnerships leading to the establishment of numerous programs that benefit adult education. Amy earned her B.S. in Business Management and an M.A. in Education, Adult Education and Training, both from the University of Phoenix. Amy has earned a Mini MBA Program Certificate and Business Analysis Program Certificate from Rutgers University and a Project Management Program Certificate from Northeastern University. In addition, Amy has provided

mentoring and tutoring assistance for at-risk youth and adults needing to pass a high school equivalency test for employment or to further their education. Amy is a member of AAACE, ASCD, COABE, Learning Forward, and Sloan C.

Jason Carter, *HiSET* Director, has been with ETS since 2011. Jason will be the principal point of contact between ETS and the West Virginia *HiSET* Program and will oversee the various aspects of our work for its duration. Previously, he worked as a Director in New Product Development Division (formerly Business Innovation and Growth) where his primary functions were to identify, evaluate, and recommend new external and internal business opportunities. During that time, he worked in various capacities to develop business cases for numerous concepts, including *HiSET* and Success Navigator. In addition, Jason executed multiple agreements with StraighterLine™, Riverside, Iowa Testing Programs, and a pilot with two online proctoring companies. Prior to joining ETS, Jason worked as an associate at MDM Equity Partners, a Philadelphia-based private-equity firm focused on a roll-up strategy within the healthcare space. Before MDM, Jason worked at JPMorgan Chase in its Internal Consulting Services rotational program. Jason earned an MBA from The Wharton School at the University of Pennsylvania where he was the President of the African-American MBA Association. He also earned a bachelor's in finance and management with a minor in studio art from Georgetown University.

Tina Hawkins, Project Manager, will support Jason in the project management of the West Virginia program. Tina is experienced in PMI Project Management Professional standards with the proven ability to execute projects, implement best practices, and deliver positive results. Tina has worked at ETS and in the testing industry for more than 13 years serving on complex assessment programs for the National Board for Professional Teaching Standards (NBPTS) and College Board AP Program. Tina led scoring site requirements and specifications for reading sites across the country, served as the project planner for constructive response scoring, and led the development of new assessments for one of our largest clients. Tina's professional background reflects experience and achievements in scoring operations and a proven ability to reduce expenses and improve processes. Most recently, Tina has been supporting the team working on the high school equivalency partnership with ITP. Tina possesses excellent communication and interpersonal skills, which will enable her to lead our proposed team in building a relationship with Agency staff that centers on cooperation and teamwork. Tina's project manager responsibilities will include working with Agency staff in defining and writing scope requirements, planning, scheduling, managing the project, facilitating meetings, communicating project status, and tracking deliverables to an agreed-upon project timeline and with the expected level of quality. She also will work closely with Agency staff in the change-control process so that the Agency is the final approver on each aspect of the program.

Gloria Thomas, *HiSET* Product Administrator, is responsible for managing internal *HiSET* operational details and external *HiSET* exhibit management for the West Virginia high school equivalency assessment program. Prior to her role on the *HiSET* program, Gloria assisted in supporting multiple ETS programs, including the *GRE*®, *Praxis*™, and *TOEFL*®. Gloria's responsibilities included analyzing call center trends, including call volumes, call patterns, staff productivity, attrition rate, and resource allocation. Gloria has more than 20 years of experience working at ETS on program operations. She

joined ETS in 1989 and has earned a bachelor's in Business with a concentration in Management from the University of Phoenix.

Jerry DeLuca, Director, West Virginia Business Development & Outreach, is responsible for new business initiatives and outreach to senior leadership in West Virginia. Jerry first joined ETS full time as a developer in 1998 developing the Adolescence and Young Adulthood Science Assessment for the National Board for Professional Teaching Standards as well as a variety of Science assessments in the *Praxis* Teacher Licensure series. Jerry was promoted to Director of the National Board for Professional Teaching Standards in 2000. Under Jerry's direction, ETS developed, delivered, and scored all 27 certificate areas for the National Board for Professional Teaching Standards. In his 15 years at ETS, Jerry has become an expert in many facets of assessment development and delivery, holding leadership positions in a number of ETS's major programs including, *Praxis*, The Texas Teacher Licensure and Certification Program, the California Teaching Performance Assessment, Washington Pro-Teach, K-12 student assessments, and *HiSET*. Jerry also has extensive knowledge in developing and delivering complex performance-based assessments. He holds both his B.S. and M.S. degrees in Earth and Space Science Education from California University of Pennsylvania.

Jerry DeLuca has 23 years of classroom teaching experience in West Virginia. He holds both undergraduate and graduate level degrees in Earth and Space Science as well as Physical Science from California University of Pennsylvania. He has been recognized numerous times for his excellence in science teaching, including being named the West Virginia Presidential Awardee for Excellence in Science and Mathematics Teaching, a GTE GIFT Fellow, and a Milken Family Foundation National Educator. Jerry has been a long-time advocate for educational reform, serving in numerous leadership positions over the years. This includes Local Education Association President in Tucker County, President of the West Virginia Science Teachers Association, and State Chair of the West Virginia Education Association Legislative Committee for eight years. Through the West Virginia Department of Education (the Agency), Jerry served as a team member of the Appalachian Education Laboratory's (AEL) Science Consortium to analyze and review findings from the Third International Mathematics and Science Study.

Jerry was recognized by former West Virginia Governor Gaston Caperton as a Distinguished West Virginian for his educational accomplishments. He served the Governor's Educational Task Force and was involved in a number of state and national development projects ranging from curriculum development and improvement to educational leadership. Jerry worked collaboratively with the Agency as well as the Higher Education community on a number of projects. Most notably, Jerry was Co-Principal Investigator with West Virginia State Superintendent of Schools Dr. Henry Marockie and Dr. Charles Manning, Chancellor of Higher Education, on Project CATS (Coordinated and Thematic Science). This collaborative effort by the Agency and the Higher Education community led to measurable student gains as determined by the National Assessment of Educational Progress (NAEP) and was an exemplary program as recognized by the National Science Foundation.

Résumés for ETS staff are in the **Appendix**.

Professional Development to Support the HiSET in West Virginia

ETS will work with the state to determine the number of face-to-face trainings needed each year. This allows the Agency, testing center staff, and adult education teachers to have training in process, test administration guidelines, and content.

ETS will hold interactive webinar trainings for stakeholders, including Agency and testing center staff. The webinars will include *HiSET* program updates, content sessions for each subtest, and best practices across *HiSET* states with regard to scoring and interpretation as well as test administrator training. ETS will provide the state with webinar recording and archive access.

The timeline, format, and frequency of the training will depend on the award date of the contract in 2013. After award, we will agree with the Agency on the 2014 training opportunities for instructional staff and testing center staff. Possible methods of delivery include webinar and face-to-face. The *HiSET* program understands, given the compressed timeline in 2013, the Agency and stakeholders may prefer webinar trainings rather than face-to-face sessions. The *HiSET* program includes regional training sessions at no additional cost and would recommend face-to-face sessions in 2014 if the 2013 sessions are via webinar.

Initial training sessions. We provide testing center training to testing center staff through workshops divided by audience relevance. The two types of training the *HiSET* program offers are teacher/adult basic education (ABE) training and testing center administration training. As part of these sessions, we utilize a comprehensive *HiSET* program manual.

The teacher/ABE training topics include:

- ❖ content overview
- ❖ scoring methodology
- ❖ essay overview-including benchmark cases
- ❖ rubric overview
- ❖ *HiSET* preparation materials

The testing center program administration topics include:

- ❖ comprehensive review of test security policies and procedures
- ❖ pre-test administration procedures and activities
- ❖ test-day policies and procedures
- ❖ post-test administration procedures and activities, including emphasis on the test materials return process
- ❖ policies and procedures to be followed when training support staff

Additional training. We can provide ongoing test administration training and support through published materials like a test administrator's manual, e-mail notifications, and a library of resources made available through the *HiSET* website.

Train-the-trainer Training for Agency Staff

ETS will provide, in consultation with the state, train-the-trainer sessions for Agency staff members at no additional cost to the Agency's staff. Based on our extensive experience in conducting training sessions of this kind, our training will also include written material detailing the criteria and procedures for testing center administrators to follow in order to confirm standardized, fair, and valid assessment administrations.

***HiSET* Training Resources and Test Administration Guidelines**

ETS will provide the Agency, in an electronic format, the training resources and information necessary to provide training for a testing center staff to meet test security and implementation of standardized protocols.

A. Frequency and Format of Continuous Communication

Monthly management meetings. We will schedule monthly management meetings with the Agency to review and discuss tasks that are completed, under way, and upcoming on the schedule.

ETS will create and implement a communication plan, taking advantage of communications technology such as Microsoft (MS) Lync® and a dedicated *HiSET* SharePoint® site that can be made accessible to individual parties outside ETS as needed. We have used this management tool with other clients and have found that they appreciate and benefit from its functionality. The functionality includes a calendar, real-time access to schedules, and a repository for meeting minutes and action items.

As the principal contact between ETS and the Agency for this project, Jason Carter will be available by telephone, e-mail, and text messaging during normal business days. We will also provide a mobile number for critical activity periods on the program. The Agency can use this number to report after-hours issues that require immediate attention. Jason will communicate regularly with Agency staff, and other testing personnel in the state, during scheduled meetings and conference calls, webinars, and face-to-face meetings. In addition to communication during the regular meetings, Jason will be the primary point of contact on project work related to ETS *HiSET*. He will bring any concerns or issues with the potential to affect the quality, timeliness, or other essential aspects of the program to the attention of West Virginia's HSE Director (or designee) immediately via e-mail and telephone contact. This notification will include known details about the issue and a proposed solution, including the expected timeframe for resolving the issue.

Jason will oversee submission of deliverables to the Agency. He will oversee the delivery of reports, files, and other work products to the Agency via a mutually agreed-upon delivery method, working to establish that deliveries are on time and of high quality.

B. Plan for Technical Assistance for PBT and CBT

ETS will provide training and supporting materials for testing center administrators so that testing centers can assist test takers without Internet access through the eligibility, scheduling, and payment processes. For added support, the *HiSET* customer service representatives will provide technical assistance to testing centers and test takers.

ETS will provide this technical assistance from our 525-seat customer service center in Ewing, New Jersey via a toll-free *HiSET* phone line. Annually, our customer service representatives respond to approximately 2.3 million customer inquiries from this location.

Support Help Line and Customer Service Center

The contact center will provide support from 8 a.m. through 5 p.m. local time, Monday through Friday, excluding federal holidays. Service is available through three convenient channels: telephone, e-mail, and fax. A toll-free number will accommodate the needs of individuals under the Americans with Disabilities (ADA) Act.

- ❖ *HiSET* e-mail: hiset@ets.org
- ❖ *HiSET* toll-free phone number: 1-855-MyHiSET (1-855-694-4738)
- ❖ *HiSET* fax number: Will be launched and published November 2013

Issue tracking and resolution. The *HiSET* customer service representatives track communications that come in to the contact center and escalate to the Program Directors when needed. Similar to security issues, either Jason Carter, *HiSET* Director, or Amy Riker, the ETS *HiSET* Program Director, will notify the Agency (by e-mail and telephone) of any issues that need to be escalated, any required actions, and the resolution within 24 hours of ETS becoming aware of an issue.

Subsection 4.4.6 – Scoring

Section 4, Subsection 4.4.6. The Vendor's proposal should describe scoring in detail but not limited to the following processes:

- A. *scoring both CBT and PBT;*
- B. *short essays and/or writings;*
- C. *scanning PBT answer sheets;*
- D. *timeline of scoring, posting and the transferring of scores to the Agency; and,*
- E. *how test-takers/Agency/Examiner will be notified of scores for CBT and PBT.*

The Vendor should describe whether the assessment scores would be prescriptive to indicate strengths and weaknesses.

The Vendor should indicate whether scores from previous high school equivalency assessments can be combined with the vendor's test scores and if so, how they would be combined.

Vendor Response:

In this section:

- Scanning and Scoring of the *HiSET* – CBT and PBT
 - Paper-based *HiSET* Scanning and Scoring
 - Computer-based *HiSET* Scoring
 - Written/Constructed Response Scoring for Essays
- Timeline of Scoring, Posting, and Transferring of Scores to the Agency
- Test Taker Notification and Access to *HiSET* Score Reports
- Reporting Strength and Weakness Information to *HiSET* Test Takers
- Combined *HiSET* and GED Scores

Scanning and Scoring of the HiSET — CBT and PBT

ETS will provide scanning and scoring for *HiSET* and we will transmit the results to the Agency within a specified amount of time for each test administration. In the following sections, we describe the score processing for the *HiSET*.

ETS's plan to provide scanning and scoring for the *HiSET* includes:

- ❖ for PBT, receipt of completed answer sheets from testing centers for scanning, scoring, composite score calculation, and determination of a passing score and a college-readiness score for each subtest and the total test
- ❖ for CBT, scoring of collected test data from the *HiSET* test administration system, composite score calculation, and determination of a passing score and a college-readiness score for each subtest and the total test
- ❖ hiring and training of ETS-paid qualified raters to score the *HiSET* essays
- ❖ scoring of completed PBT and CBT materials on a rolling basis

- ❖ transmission of results to the Agency within an agreed upon timeframe.
- ❖ daily transference of encrypted test results and test taker demographic data via secure file transfer protocol (FTP) site to the Agency

No scanning or scoring equipment needed. Testing centers will not need additional equipment for scanning or scoring. We will provide answer sheets and shipping supplies, and centers must return the answer sheets to ETS for processing. ETS is the scanning and scoring vendor for the *HiSET* program.

Paper-based *HiSET* Scanning and Scoring

For PBT scanning, we have an efficient and proven imaging process that captures snapshots of the constructed-response prompts, which we pass to our online essay scoring system where raters can view and score the essays.

- ❖ After testing, the testing centers will return the PBT answer sheets to ETS via prepaid UPS labeling and packaging. This method provides testing centers and ETS with a way to routinely track packages containing testing materials. Upon arrival at ETS, we will enter the answer sheets into our closed loop tracking system for processing.
- ❖ During the scanning process, each document is assigned a unique identifier — a scanning identification number that remains with the test taker's data record, providing a method for easy identification and quick retrieval of any document. In addition to scanning answer sheets, we will perform an item-by-item check of an entire answer sheet; this will be performed on one out of every 100. We intend for this process to validate that the scanning software correctly interpreted the intended test taker's response marks. Additionally, ETS uses scanners that can distinguish responses that have multiple marks or light marks. We pass these discrepancies to the Resolutions Department for reconciliation.
- ❖ Following scanning, we send the physical answer documents from each file to the Operations Resolutions area for resolution of any conditions that the scanner could not accurately translate. Edit queues in the ETS Image Management System (IMS) will handle irregularities, exception processing, and database interface reconciliations. We designed the IMS to establish that all answer sheets issues are resolved and that the documents are properly prepared for scoring; this system promotes an efficient process by allowing a user to see the scanned image of an answer sheet without having to manually locate and pull the sheet itself. The Resolutions Department generates daily production status reports to highlight progress of the resolutions process.
- ❖ After we scan and perform a quality control check of each file, we transfer it to the respective scoring systems for multiple-choice items or constructed-response prompts.
- ❖ To calculate scores for each *HiSET*, we will score items, sum the scores, and determine whether the test taker has obtained a passing score and a college-readiness score for each subset and the total test. Test takers can see if they met the requirements to pass a particular test and whether they have met the score that suggests college and career readiness.

ETS has a long history of accurate automated multiple-choice scoring for millions of tests each year, including the AP and SAT. ETS has extensive experience scanning and scoring selected- and constructed-response items as well as essays.

Computer-based *HiSET* Scoring

For computer-based tests, the web- and computer-based delivery platform will transmit test results directly to ETS for processing. After a test taker has completed a computer-based *HiSET*, our automated system will score the multiple-choice section and display the results to the test taker. This will provide test takers with an instant preliminary score on the multiple-choice items at the time of test completion.

Written/Constructed Response Scoring for Essays

HiSET essays are double-scored using two separate ETS-hired, -paid, and -trained raters. ETS currently provides similar services for the California GED Scoring program. ETS has provided GED scoring and reporting services for all GED testing centers in California on a daily basis at the ETS Scoring Center since 2002. Our written/constructed response scoring services for this contract includes essay scoring by an ETS pool of GEDTS-certified English and Spanish raters. We will score computer-based constructed responses in the same manner as paper-based constructed responses.

***HiSET* essay raters' educational qualifications and scoring rubrics/guides.** We have extensive experience recruiting raters and facilitating their training, certification, and calibration to our various proprietary systems that are involved in processing responses and score data. This has allowed us to uniquely position ourselves to offer an innovative and accurate scoring process for the *HiSET* program.

- ❖ ETS will establish that the raters who score essays for the *HiSET* have at least a bachelor's degree and a minimum of 15 college credits or teaching certification from any state in English Language Arts or a related subject.
- ❖ We will rigorously train raters who work on the program using standardized procedures designed to verify that they meet demanding requirements. We will train raters in bias awareness; the difference between reading supportively and reading for evidence of test taker knowledge; benchmarks, score points, and the scoring process; the appropriate use of scoring materials, including rubrics and scoring guidelines; the score scale for the prompt being read; and the process for handling unusual responses, including those that contain a threat of harm or violence toward oneself or others.
- ❖ ETS will establish that two separate raters independently score 100 percent of the constructed response essays.
- ❖ ETS will provide inter-rater reliability analysis for the *HiSETs* taken in West Virginia.

Timeline of Scoring, Posting, and Transferring of Scores to the Agency

Timely release of test and subtest results to the Agency. ETS's web-based testing portal will transmit computer-based test results directly to ETS. For any paper-based tests, ETS provides the testing centers with pre-paid UPS shipment packages for expedited return of answer sheets for scoring. *HiSET* test takers receive unofficial computer-based test scores on all sections (except Writing) immediately at the conclusion of testing. Leveraging ETS's deep experience in scoring and reporting, ETS will provide the results to the Agency within the requested timeframes for both computer- and paper-based administrations:

- ❖ within three to seven business days of receipt* by ETS for computer-based tests
- ❖ within five to 10 business days of receipt* by ETS for paper-based tests

*upon receipt of properly submitted and scannable answer sheets

Electronic transmission of test scoring to the Agency. The *HiSET* program will include nightly downloads to the Agency from ETS to provide information on daily examinees and their results via a password-protected login. ETS will transmit scored results in a standard XML format. The daily feed to the Agency would include results for the test takers who have completed scoring that day. The result feed will include all of their scores to date, as well as their profile and background information collected by ETS during registration and testing times.

Test Taker Notification and Access to HiSET Score Reports

We will post test results to the *HiSET* portal, which state-approved testing centers and test takers can view by secure login.

Reporting of scores to test takers. We will make multiple-choice scores for paper-based tests available within three to seven days of our receiving scorable answer sheets. We will make essay scores for paper-based and computer-based tests available within five to 10 days of our receiving scorable answer sheets.

Instant CBT preliminary score on the multiple-choice items. *HiSET* test takers receive unofficial computer-based test scores on all sections (except Writing) immediately at the conclusion of testing.

Access to unofficial score reports online. We will provide the unofficial scores on all sections except Writing immediately at the conclusion of testing. Additionally, we will provide official scores online in the *HiSET* portal for the test taker, testing center, and the Agency to access. ETS does not report unofficial scores other than the view presented to the test taker at the conclusion of CBT testing.

Reporting Strength and Weakness Information to HiSET Test Takers

As part of the *HiSET* program, ETS will gather data, score items, sum the scores, and determine the *HiSET* test taker score and a college-readiness score for each subtest and the total test battery. We will provide information about the test taker's score and diagnostic guidance, including strength and weakness information at the subtest level like the diagnostic feedback the *HiSET* for-purchase practice

tests will provide. The strength and weakness information will allow test takers and preparation providers to focus curricula and study where the weaknesses were identified.

Recommended passing scores. The *HiSET* will offer high school equivalency cut scores beginning in 2014 that recommend a comparable cut score (i.e., 40th National Percentile Rank) between the existing high school equivalency assessment and *HiSET* in the content areas of Language Arts, Mathematics, Reading, Social Studies, and Science. We have recommended these cut scores on the *HiSET* based on empirical evidence collected over the past five years that has statistically linked performance on the *HiSET* items to performance on other college admissions tests and performance in credit-bearing college courses.

In addition to the passing/non passing cut score recommendation, we will provide a college- and career-ready threshold. We understand that the Agency will review and may concur with the recommended cut scores. We will transmit the test/battery passing scores/non-passing scores, and percentile scores, for subtests and battery scoring to the Agency for the Agency's determinations about the awarding of credentials or the provision of transcripts.

***HiSET* score scale.** ETS will report each of the five tests in the *HiSET* battery on a 1-20 score scale. The 1-20 scale on each measure allows us to simply sum scores to a composite expressed on a 1-100 scale. The length of each test (40-50 items) should adequately support the 20 scale points and allow for the meaningful use of each.

The scale would divide performance into four levels, tentatively labeled here as "beginner," "close to passing," "passing," and "college-ready." The key threshold separating "close to passing" from "passing" would correspond to the 40th percentile of the national high school sample to be consistent with the passing standard and passing rates of the current high school equivalency test. The threshold distinguishing "passing" from "college-ready" would correspond to the 80th or 85th percentile of the national population. This is consistent with the practice of various nationally normed testing programs.

The *HiSET* requires a score of 8 out of 20 for each content area and a composite score of 45 to pass. The "college-ready" threshold will be 17.

Figure 5-1: Score Scale. This table shows how the division of the scale score might fall.

Score	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Classification	Beginner					Close to passing		Passing								College-ready				

To pass the *HiSET*, a test taker will need to score both the minimum on all five tests, plus exceed the minimum threshold of 45. The Writing test consists of both multiple-choice items and a single writing sample (essay), which each of two raters score on a 1-6 point scale. We will aggregate the essay scores and the multiple-choice component into a total Writing score with weights of 30 percent essay and 70 percent multiple choice.

Combined HiSET and GED Scores

The *HiSET* program supports states that wish to permit combination scores for GED test takers who have not completed the battery before 2014. If the Agency wishes, test takers who need to finish one or more of the subtests in a battery to earn a West Virginia high school diploma could complete the unfinished subtests by using the *HiSET*. ETS will support the state by providing comparability tables of *HiSET* passing scores that will operate similarly to pre-2014 GED passing standards.

Subsection 4.4.7 –Test Versions and Format

Section 4, Subsection 4.4.7: *The Agency is seeking a test that provides a variety of methods for answers, such as, but not limited to multiple choice answers, fill-in-the-blank, cloze items, and short essay answers. The Vendor should describe in detail all item layouts for their proposed assessment solution.*

The Vendor should describe in detail how test questions will be developed and selected for the test, and show the evidence based research used to develop and select items for the test. Also describe how the proposed solution correlates to other assessments such as: Accuplacer, Compass, ACT and SAT.

The Vendor should describe in detail the demographic information that will be collected during the testing process.

The Vendor should provide and describe the number of forms of the tests that will be available in each language for PBT and CBT, and the number of usage for each form.

The Vendor should describe how pre-test or practice tests and instructional materials are aligned to the test and how they would be made available.

The Vendor should describe the method of providing:

- A. high school equivalency assessments in Braille, audio and large print versions;*
- B. high school equivalency assessments in languages other than English; and*
- C. multiple forms of the assessment for re-testers.*

The Vendor should describe the process for determining cut scores for the test, which would equate to standards for the issuance of a West Virginia High School Equivalency Diploma and also indicate scores that predict college and career readiness. The Vendor should provide and describe the plan which identifies two (2) indicators:

- 1. Passing scores which are equal to or higher than those earned by the top 60% of graduating high school seniors; and,*
- 2. Scores should also verify the level of performance that necessary for the student to successfully enroll in credit-bearing college courses.*

Vendor Response:**In this section:**

- *HiSET* Item Types
- Development and Revision of *HiSET* Assessment Items/Test Questions
- Test-taker Demographic Data
- New *HiSET* Forms Available Each Year
- Test Preparation and Instructional Materials
- How We Determine *HiSET* Cut Scores

HiSET Item Types

As we described in **Subsection 4.4.3**, we designed the *HiSET* to assess high school equivalency using multiple-choice and constructed-response (essay) questions.

❖ **PBT.** On the back of the answer sheet, the test takers will indicate their responses to the questions. The answer sheets will prompt examinees to respond to multiple-choice and constructed-response (essay) questions, and they will read and respond to multiple-choice questions related to one passage. They must completely fill in the circle that corresponds to the proper letter or number. The examinees will mark their responses on the answer sheet, making sure to erase any errors or stray marks. The *HiSET* test booklets

are reusable, so we will not allow examinees to mark on the test booklets. We allow scrap paper, although examinees will need to leave it at the testing center so center personnel can destroy it after the test.

❖ **CBT.** Examinees will respond to the same item types as on the PBT (i.e., multiple choice, essays, and passage responses). Examinees will click on the corresponding bubble to the answer they believe is correct for multiple-choice and passage items. Examinees will type written responses to essay questions.

Examples of the display of each item type are on the following pages.

Figure 4.4.7-1: Language Arts–Reading multiple-choice test question. This screen shot is an example of a CBT passage questions with multiple-choice options.



Questions 1 and 2 refer to the passage below.

Recent animal behavior studies have found that most species appear to spend a great deal of time resting. Monkeys, for example, spend three-quarters of their waking hours just sitting, while hummingbirds perch motionless about 80 percent of every day.

Giving the lie to the old fables about the unflagging industriousness of ants, bees, beavers, and the like, a new specialty known as time budget analysis reveals that the great majority of creatures spend most of their time doing nothing much at all. They eat when they must or can. Some species build a makeshift shelter now and again; others fulfill the occasional social obligation, like picking out fleas from a fellow creature's fur.

A fair analysis of animal inactivity shows it is almost never born of aimless indolence, but instead serves a broad variety of purposes. Some animals lounge around to conserve precious calories, others to improve digestion of the calories they have consumed. Some do it to stay cool, others to keep warm. The hunted is best camouflaged when it's not fidgeting or fussing, and so too is the hunter, who wishes to remain concealed until the optimal moment for attack. Some creatures linger quietly in their territory to guard it, and others stay home to avoid being cannibalized by their neighbors.

Even the busy bees or worker ants dedicate only about 20 percent of the day to doing chores like gathering nectar or tidying up the nest. Otherwise, the insects stay still. The myth of the tireless social insect probably arose from observations of entire hives or anthills, which are little galaxies of ceaseless activity. But now that scientists have learned to tag individual insects to see what each

The passage suggests that the primary reason for animal inactivity is

- ☐ greed.
- ☐ illness.
- ☐ boredom.
- ☐ self-preservation.

Click on your choice.

Figure 4.4.7-2: Language Arts–Writing essay prompt. This screen shot is an example of a CBT essay prompt and response box.

A screenshot of a computer-based testing interface. On the left, there is a text area containing the following prompt: "Staying physically fit involves practicing habits such as exercising regularly, eating well and getting enough sleep. Research has shown that people who are physically fit perform better in work and school. Your employer is printing a special newsletter informing employees about important ways they can practice staying fit. Write an essay for your employer's newsletter to persuade workers to adopt at least one behavior that will improve their fitness. Think carefully about what reasons will convince other workers to change their behavior." On the right, there is a large text box for the response, with a toolbar at the top containing buttons for Cut, Paste, Undo, Redo, and a Hide Word Count button showing 0.

Development and Revision of HiSET Assessment Items/Test Questions

Selection of *HiSET* assessment items/test questions. A panel of content specialists in English Language Arts and Mathematics has aligned the items we will use in assembling the initial forms of the *HiSET* to the CCR Standards and CCSS. Content experts, test developers and measurement experts conducted a thorough review of the CCR, the CCSS and the *HiSET*. The process was an item-by-item evaluation of the content coverage and cognitive demands of the items compared to the relevant domains of the CCR Standards and the CCSS. For example, each major domain of Language Arts-Reading (such as “Key Ideas and Details” or “Author's Craft”) has a cluster of aligned items. These domain-level alignments will provide the basis for breakout reports in each subject area that will show the relative performance of test takers in dimensions of interest. After we have tagged all items to a core domain and standard, we will perform a validation round of cross checking the Round 1 alignment.

Valid assessment. The procedures we used to develop and revise the test materials are the foundation of the assessment’s validity. We have used meaningful evidence related to inferences based on high school content and performance standards to guide the design and development of the content of this assessment. In addition to establishing content validity, we have validated this assessment using indicators of college and career readiness. We estimated reliability for each of the five assessments

using measures of internal consistency. We based these reliability coefficients on data from a nationally representative group of test takers. The coefficients for reliability ranged from 0.92 to 0.96.

In the design and development of *HiSET*, we paid special attention to existing adult education programs and the educational materials used to support instruction that prepares test takers for examinations assessing high school equivalency. In particular, we conducted an alignment between Adult Basic Education instructional materials and the *HiSET* item pool so that items used in assembling forms would be appropriate and valid measures of current ABE curriculum practice. The current high school equivalency readiness practice materials such as GED™ Official Practice Test 2012 and Test of Adult Basic Education (TABE) can help determine the readiness of test takers for the *HiSET*. Test takers and preparation programs can use the current preparation materials to help test takers prepare for the *HiSET*.

Concern for fairness and the elimination of bias from the assessment was a guiding principle throughout design and development. In particular, we built this assessment with careful attention to content-related sources of test bias. We used the following procedures to address this source of bias:

- ❖ thorough examination of content and performance standards for the selection of the appropriate content
- ❖ engagement of panels of experts in the review of the test specifications, items, and forms
- ❖ alignment of items
- ❖ statistical procedures for identifying items on these tests that function differently across various groups of test takers
- ❖ careful selection of a national sample of students to respond to the assessment

Using *HiSET* Cut Scores to Identify Proficiency Levels that Equate to Standards as Measured by College Placement Tests

We have linked the item pool we use for the *HiSET* to college-readiness benchmarks used for the ACT in studies conducted by the University of Iowa. Empirical data from these studies identifies the location on the *HiSET* scale that is consistent with ACT's college and career readiness benchmarks in the various test areas.


Initially, we will use concordance tables that establish the relationship between ACT scores and COMPASS scores to establish a similar relationship between *HiSET* and COMPASS scores. However, over time, ETS and the ITP/University of Iowa will work with West Virginia to monitor the appropriateness of these readiness indicators for your college and workplace populations. This process would involve collecting both COMPASS and *HiSET* scores for a sample of individuals.

Test Taker Demographic Data


During the registration process, new test takers can select a username and password when they create a *HiSET* account. At the same time, they will provide their demographic data. Test takers will provide similar demographic data on the PBT answer sheet, including but not limited to:

- ❖ name
- ❖ address
- ❖ phone number
- ❖ date of birth
- ❖ last school attended
- ❖ last grade completed
- ❖ type of test preparation used
- ❖ ethnicity
- ❖ reason(s) for taking *HiSET*
- ❖ test date
- ❖ test taker number
- ❖ testing center information
- ❖ test code/form code

Figure 4.4.7-3: Sample PBT *HiSET* Answer Sheet. This sample answer sheet shows the front side where PBT *HiSET* test takers fill out test taker information, including demographic information.



**SCIENCE, SOCIAL STUDIES, AND READING
ANSWER SHEET**



X123456789 0

PAGE 1

DO NOT USE INK Use only a pencil with soft black lead (No. 2 or HB) to complete this answer sheet. Be sure to fill in completely the circle that corresponds to the proper letter or number. Completely erase any errors or stray marks.

1. NAME
Enter your last name and first name. Circle spaces, hyphens, apostrophes, etc.

Last Name (Last 6 letters)															F
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
Q	R	S	T	U	V	W	X	Y	Z	0	1	2	3	4	5

2.

YOUR NAME: Last Name (Family or Surname) First Name (Given) M

MAILING ADDRESS: P.O. Box or Street Address Apt. # (if any)

City State or Province

Country or Territory Zip or Postal Code

TELEPHONE NUMBER: () Home () Business

TEST DATE:

3. DATE OF BIRTH

Month	Day
Jan.	0 0
Feb.	0 0
Mar.	1 1
April	1 1
May	2 2
June	3 3
July	4 4
Aug.	5 5
Sept.	6 6
Oct.	7 7
Nov.	8 8
Dec.	9 9

4. APPOINTMENT NUMBER

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

5. TEST CENTER/REPORTING LOCATION

Center Number Room Number

Center Name

City State or Province

Country or Territory

6. TEST BOOK SERIAL NUMBER

S	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

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New HiSET Forms Available Each Year

We are developing the *HiSET* with our clients' needs in mind. As a result, we have made sure to provide a variety of forms to meet the wide-ranging needs of *HiSET* test takers. The following chart provides an overview of the *HiSET* forms available each year for computer-based test (CBT) and paper-based test (PBT) administration.

Table 1-1: <i>HiSET</i> Forms Available Annually		
<i>HiSET</i> Test Form	PBT	CBT
English: Three (3) forms in English each year	✓	✓
Spanish: Three (3) forms in Spanish each year	✓	✓
English Braille: Two (2) English forms in Braille each year	✓	✓
English audio: Two (2) English forms in audio each year	✓	
Spanish audio: Two (2) Spanish forms in audio each year	✓	
Large-print English: Two (2) English forms in large print each year including a large-print answer sheet	✓	✓
Large-print Spanish: Two (2) Spanish forms in large print each year including a large-print answer sheet	✓	✓

Number of usage for each form. Testing centers will be able to reuse paper-based *HiSET* test booklets. Testing centers can typically use test booklets more than 15 times. The test booklets can be reused throughout the year if they are in good condition. ETS does not set a usage number on each of the booklets or forms. There are three different forms available each year. A test taker can take each of the three forms once a year – so the test taker does not see a form he or she previously used.

Method of Providing Alternate Forms

In addition to the three standard *HiSET* forms ETS will provide each year, we will create up to three (3) forms of any needed alternate test forms on demand, including Spanish, Braille (English), audio (English/Spanish), and large print (English/Spanish). ETS's provision of multiple forms each year allows *HiSET* test takers the opportunity to retest two times within one calendar year. New forms will be available each year.

English and Spanish HiSET Forms

The *HiSET* will offer three forms of each test battery per year for computer- or paper-based versions, in English and Spanish. The following is a description of the translation/adaptation process to produce valid and appropriate *HiSET* test forms in Spanish.

Test translation/adaptation process for Spanish forms. We prepare Spanish translations/adaptations in order to offer a monolingual Spanish version of the *HiSET*, for both paper- and computer-based versions. The translated assessment materials include cognitive content for the five subtests (i.e., mathematics,

science, reading, writing, and social studies), practice tests for these same subtests, and all corresponding instructions. We will translate other ancillary material, including the *HiSET* informational website and resources on the website to Spanish for the January 1, 2014 launch.

The translation/adaptation procedures that we implement follow current International Test Commission (ITC) guidelines. The concept of *translating* tests refers to creating a linguistic equivalent from a source language to a target language. Test *adaptation* refers to the revision of target language wording to increase cultural appropriateness for the target culture. For the purposes describing this process, we use the term *translation* with the understanding that *adaptation* is included in this process.

We understand that test takers who take the Spanish version of the *HiSET* come from a variety of cultural and linguistic backgrounds, and their level of familiarity with U.S. customs may vary greatly. Our goal is to develop translated versions of the *HiSET* that are psychometrically equivalent assessments from a source language — English — or a specific target language and culture that may reflect a great deal of variation both in language usage and cultural patterns. Thus, quality translations of assessments must reflect a convergence of cultural and linguistic appropriateness, and they must help assure the comprehension and comparability of both the source and target versions.

We use a test translation methodology to produce Spanish versions of the *HiSET* that combine linguistic and cultural knowledge of both the source and target languages and culture, as well as knowledge of the content areas assessed. This method involves initial translation by experienced test translators, independent translation verification reviews, and content expert reviews. The translation process starts with translatability reviews of the English materials prior to initial translation. These reviews aim to identify context and wording used in English test items that may present challenges when translated into Spanish, and therefore, unless we can make an adaptation that does not affect the construct we are testing, we should not render it into Spanish. In the bullet points below, we highlight the steps in our translation process.

- ❖ Once we select items for translation, we can begin initial translation.
- ❖ Next, we create a draft translation of the items, which we then submit to a thorough internal review that includes editorial and fairness reviews.
- ❖ Once we resolve any issues arising from these reviews, we submit the translations — including the original English version — to Second Language Testing, Inc. (SLTI). SLTI serves as an independent vendor for the *HiSET* and has a division specializing in test translation to conduct a Translation Verification Review (TVR).
 - ETS and SLTI have a long-standing relationship. ETS has chosen SLTI as our TVR vendor because of its experience and proven performance in this area. SLTI understands the importance of an accurate translation in maintaining the validity of the measurement instrument. This focus has allowed the company to build a strong network of translator expertise. Since its first translation project in 1996, SLTI has translated or adapted more than 450 state and national assessments for students, along with a variety of ancillary materials.

- The purpose of the TVR is to verify the Spanish translations of cognitive items for multiple content areas for use in the United States, and to verify that translations are of the highest quality, appropriate for a broad range of Spanish-speakers, and are measuring the same knowledge, skills, and abilities as their English counterparts. The independent reviewer checks the items for the appropriateness and accuracy of the translation. The actual subject-specific content of the items needs to remain intact. The Spanish version must not contain additional information nor omit information present in the original English version. Language, symbols and terminology must be appropriate for the content area. As much as possible, the Spanish translation needs to reflect the same level of clarity and/or ambiguity as the original item in English, use appropriate abbreviations (where available), respect all language conventions (e.g., direct objects in stems, verbs in the active voice, concordance of gender for distracters), reflect syntactic clarity, avoid false cognates, and consider dialectal variants.
- ❖ After we resolve any revisions stemming from the TVR, we move the translations to a content review by bilingual experts in the ETS content areas assessed. The bilingual content experts review the translated materials from a content perspective, verifying that the knowledge, skills, and abilities assessed in the English items have remained the same in the Spanish counterparts.

We find this process results in high-quality Spanish translations that have undergone multiple quality control checks, from linguistic, cultural, and content perspectives. This verifies that the translated versions are appropriate and that they measure the same constructs evaluated in the English versions.

Other languages and English language proficiency. As we gather information and work with interested states, we will determine the need for forms in additional languages. Another area we are investigating is assessing English language proficiency of students who take the *HiSET* in a language other than English to measure high school equivalency in mathematics, science, reading, writing, and social studies.

Large Print, Audio, and Braille Forms

ETS will offer alternate forms of the *HiSET* in accordance with the Americans with Disabilities Act (ADA) of 1990, as amended. Some accommodations involve the creation of alternate test formats, such as Braille, large print, or recorded audio. The creation of these formats is not simply a conversion process; instead, it involves considerable staff expertise to determine how to make test content accessible while preserving what we designed the test to measure. If test developers decide to omit particular test items or modify them for the required format, then they work with psychometricians and statisticians to determine the constraints on such modification so that they can obtain a meaningful and comparable score. ETS has extensive experience and resources for creating alternate test formats.

The *HiSET* informational website provides free resources for student/test takers and testing centers, including a Test at a Glance, sample items, and practice tests. We also have additional practice tests available for a small fee. *HiSET* testing center administrators can order ETS practice test materials at the same *HiSET* portal where they order test booklets and answer sheets.

Test Preparation and Instructional Materials

Sample Questions

States and test takers can familiarize themselves with the types of questions that will appear on the five subtests, as well as review the correct answers and explanations provided, in the available sample questions. We provide sample questions at no charge on the *HiSET* informational website for test takers.

Official *HiSET* Practice Tests

ETS offers one free practice test in each of the five content areas as a downloadable PDF on the informational website. ETS will offer a second practice test in each of the five content areas, which will be available for purchase in November 2013. This will include formative information with guidance for improvement. Practice tests are also available in Spanish.

Diagnostic feedback. The for-purchase practice tests will provide strength and weakness information at the subtest level. The strength and weakness information will allow test takers and preparation providers to focus curricula and study where the weaknesses were identified.

HiSET practice tests provide a wider sample of questions and give test takers the opportunity to assess their readiness for the actual *HiSET*. The practice tests are half the length of the actual tests and provide answer keys.

We provide the **sample questions** and **practice tests** as an **Appendix** to this proposal.

Other Instructional/Supplemental Materials

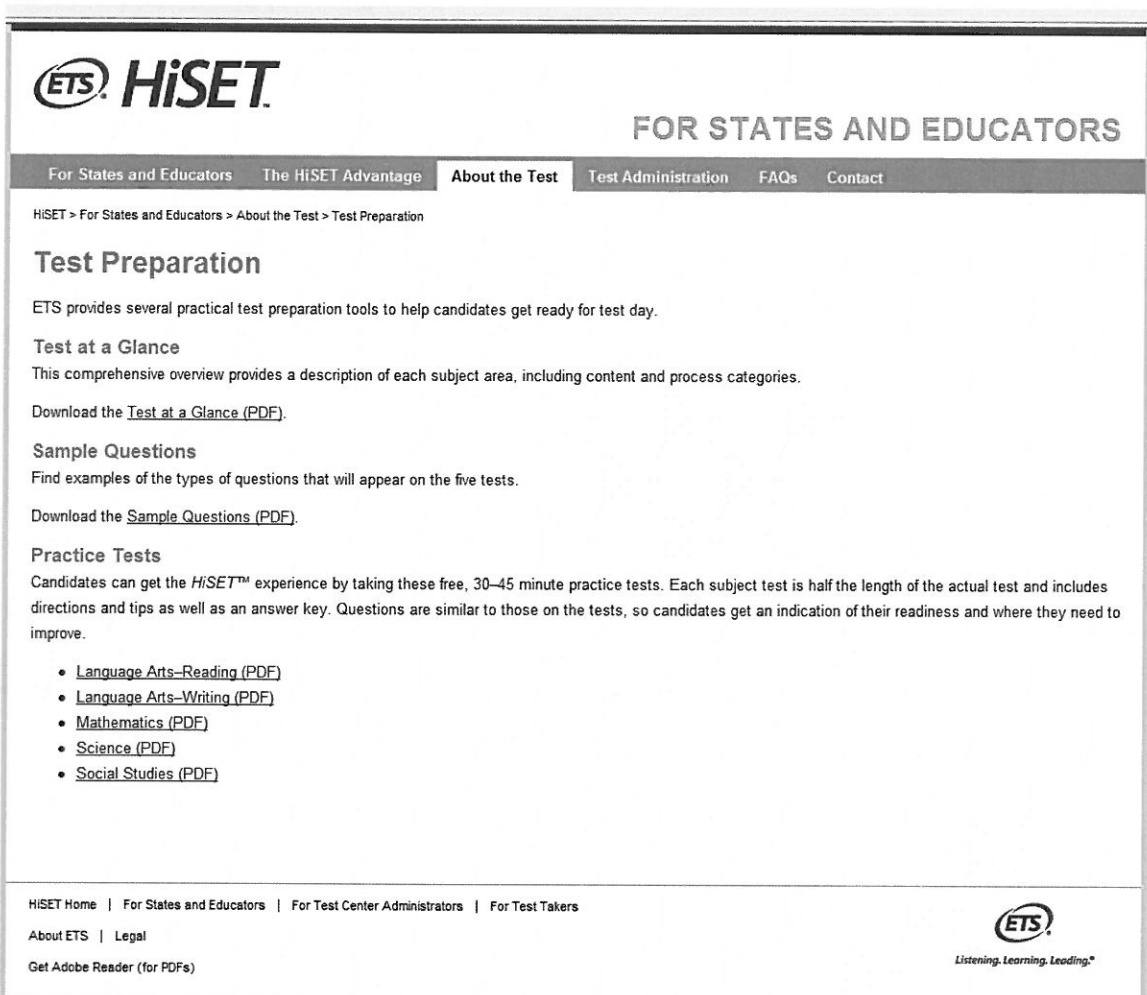
Materials and curriculum for *HiSET* test preparation. Test takers and preparation programs may also choose to continue using the existing practice tests and curricula materials from various sources that were developed for the 2002 GED program such as the GED Official Practice Test 2012 and Test of Adult Basic Education (TABE) to determine readiness of test takers for the *HiSET*. These materials will help test takers prepare for the *HiSET*. The *HiSET* team is also working with publishers of current high school equivalency testing materials (e.g., Houghton Mifflin Harcourt) to develop *HiSET* preparation materials with a target launch date of Fall 2013. ETS and ITP have released a **comparability study of existing practice and preparation materials**, which are in the **Appendix**.

Preparation materials. Currently, ETS is working with a number of test preparation companies to provide additional preparation materials for individuals who choose to take the *HiSET*. ETS is in discussions with five companies to create preparation materials for the *HiSET* launch. We chose these five companies due to their expertise and experience in test preparation as well as adult education. We expect that a portion of these materials will be ready by November 1, 2013, with additional materials to launch by January 2014 and beyond.

Test preparation providers will create these materials for ETS, and the ETS Assessment Development Department will review them so that the materials align with the *HiSET* and so that success on these materials will be predictive of success on the *HiSET* program. We expect that these ETS materials will include:

- ❖ practice tests (computer and paper delivered)
- ❖ diagnostic tests that demonstrate level of readiness
- ❖ online remediation that focuses on particular areas of student need
- ❖ workbooks and exercises focusing on specific content areas

Figure 4.4.7-4: *HiSET* Informational Website — Test Preparation. The following screen shot shows where test takers and preparation providers can find resources to prepare for the *HiSET*.



Overview of Available Preparation Materials

The following chart shows the variety of *HiSET* preparation materials and a date of availability.

<i>HiSET</i> Preparation Materials	Description	Date of Availability
Sample Questions: Language Arts–Reading Language Arts–Writing Mathematics Science Social Studies	Free sample questions are available for review for each of the five subtests; correct answers and explanations are provided.	Currently available on the <i>HiSET</i> informational website
Practice Tests: Language Arts–Reading Language Arts–Writing Mathematics Science Social Studies	The free <i>HiSET</i> practice tests are half the length of the actual tests and provide answer keys.	One free practice test in each of the five content areas is currently available as a downloadable PDF on the informational website.
	<i>HiSET</i> practice tests provide a wider sample of questions and allow test takers to assess their readiness for the actual <i>HiSET</i> .	A second practice test in each of the five content areas will be available for purchase in November 2013.
	The for-purchase practice tests provide strength and weakness information at the subtest level. This information will allow test takers and preparation providers to focus curricula and study where the weaknesses were identified.	ETS will offer a computer-based practice test for purchase in Spring 2014.
Additional preparation materials: Practice tests (computer and paper delivered) Diagnostic tests Online remediation Workbooks and exercises	<ul style="list-style-type: none"> • Additional computer- and paper- delivered practice tests for each content area • Diagnostic tests that demonstrate level of readiness • Focused online remediation for particular areas of student need • Workbooks and exercises that focus on specific content areas 	A portion of these materials will be ready by November 1, 2013, with additional materials to launch by January 2014 and beyond.

<i>HiSET</i> Preparation Materials	Description	Date of Availability
<p>Khan Academy video teaching lessons:</p> <p><i>HiSET</i>-aligned, free, and currently available video lessons on the Internet</p>	<p>The <i>HiSET</i> program will align curricula from Khan Academy to help adult learners and adult basic education (ABE) providers prepare for the <i>HiSET</i>. <i>HiSET</i>-aligned free Khan Academy video teaching lessons will allow adult learners to watch the Internet-based lessons as frequently as they need until they understand the concept. This minimizes the embarrassment factor for potential test takers and also provides ABE teachers with free resources that complement the classroom instruction for continued learning.</p>	<p>The free Khan Academy video teaching lessons are currently available to the general public via the Internet.</p>
<p><i>HiSET</i> informational videos available via YouTube on the:</p> <p><i>HiSET</i> registration and scheduling system</p> <p><i>HiSET</i> application process for test takers seeking accommodation</p>	<p><i>HiSET</i> YouTube videos assist ABE providers, testing center staff, and test takers. We will develop additional YouTube videos to help provide instruction for visual learners as we identify needs from the field.</p>	<p>Free <i>HiSET</i> YouTube videos will be available to the general public via the Internet in early 2014.</p>
<p><i>HiSET</i> CBT video module available via the <i>HiSET</i> informational website:</p> <p>Video to help test takers understand and familiarize themselves with <i>HiSET</i> computer-based testing (CBT) experience before test day</p>	<p><i>HiSET</i> CBT video module provides the test taker with an overview of the test content, information about the CBT tools within the platform, and examples of the look and feel of the test experience using <i>HiSET</i> practice test items as examples. This video module is intended to help ease the fear of computer-based testing for students who are less comfortable testing in that format.</p>	<p>The free <i>HiSET</i> CBT video module will be available on the <i>HiSET</i> informational website in early 2014.</p>

How We Determine HiSET Cut Scores

National comparisons, cut scores, and forms assembly for *HiSET*. Given the Base National Ability Scale¹, ITP used test characteristic curves (TCCs) to define the relationship between raw scores on each *HiSET* form and the ability scale. ITP used national administrations of items from the *HiSET* pool to define the link between the Base National Ability Scale and percentiles of the ability distribution of the reference population, thus allowing for the number of correct raw scores on assembled *HiSET* forms to be associated with national percentile ranks (NPRs).

Once NPRs have equivalents on the Base National Ability Scale for the item pool, we can readily accomplish any number of specific applications involving cut scores. For example, the cut score for passing the *HiSET* is that value on the ability scale corresponding to the 40th percentile nationally. Using results described in Welch and Dunbar (2010), we can recommend cut scores for college readiness in ELA-Writing, ELA-Reading, Mathematics, and Science on the Base National Ability Scale as well.

We based the assembly of test forms for the *HiSET* not only on content and alignment considerations, but also on the values of the test information function (TIF) in each domain assessed in the neighborhood of the *HiSET* passing score and the college readiness threshold. We used TIFs for multiple forms of *HiSET* assembled from the pool of existing items to evaluate the comparability of forms relative to test information near the cut scores for passing and for college readiness.

Involvement of any external groups used for determining the cut scores. The recommended *HiSET* cut scores are empirically based and did not incorporate judgmental factors typically found in standard-setting studies. The “pass” cut score of 40 national percentile rank is comparable to the point that the GED uses. We based the 40 national percentile rank on a national sample of high school juniors and seniors. The college- and career-ready cut score is the point at which test takers maximize their success in credit-bearing college level coursework.

HiSET Plan Includes Common Core State Standards (CCSS) and Office of Vocational and Adult Education (OVAE) College and Career Readiness (CCR) Standards for Adult Education

Recommended *HiSET* “pass” cut score of 40 national percentile rank (NPR). The recommended *HiSET* “pass” cut score of 40 national percentile rank (NPR) is comparable to the point that the GED uses. ITP based the *HiSET* 40 NPR on a national probability sample of high school juniors and seniors. The recommended *HiSET* cut scores are empirically based such that the score required to pass each test is equal to or higher than the score earned by the top 60 percent of graduating high school seniors.

¹ ITP estimated parameters for the items in the pool from the national probability sample, and these parameter estimates were used to define the base scale for ability and item difficulty and discrimination, referred to as the Base National Ability Scale.

Prediction of students earning a C or better in credit-bearing college courses. The college- and career-readiness cut score is the point at which test takers maximize their success in credit-bearing college level coursework. It too is empirically based by virtue of a linking between the *HiSET* item pool and performance on college admissions tests. The level of performance required for us to deem a student to be college or career ready is a score equal to or higher than the score that would predict the student could successfully earn a C or better in credit-bearing college courses in the relevant subject.

Office of Vocational and Adult Education (OVAE) College and Career Ready (CCR) Standards for Adult Education. The development and alignment process ITP used for the *HiSET* items provides the appropriate evidence to support the use of the assessments to measure essential components of college and career readiness. The approach taken during *HiSET* development for determining college and career readiness consisted of panel experts and alignment studies. Additionally, the newly released OVAE CCR Standards for Adult Education are linked to *HiSET* and will continue to influence development.

Given the base national scale, ITP used test characteristic curves (TCCs) to define the relationship between raw scores on each *HiSET* form and the ability scale. ITP used national administrations of items from the *HiSET* pool to define the link between the base national scale and percentiles of the ability distribution of the reference population, thus allowing for the number of correct raw scores on assembled *HiSET* forms to be associated with national percentile ranks (NPRs).

We based the assembly of test forms for the *HiSET* not only on content and alignment considerations, but also on the values of the test information function (TIF) in each domain assessed in the neighborhood of the *HiSET* passing score and the college readiness threshold. We used TIFs for multiple forms of *HiSET* assembled from the pool of existing items to evaluate the comparability of forms relative to test information near the cut scores for passing and for college readiness.

For more information about *HiSET*'s alignment to the OVAE CCR Standards for Adult Education released in April 2013, please see ***The HiSET™ High School Equivalency Test Reflects College and Career Readiness*** in the **Appendix**.

Subsection 4.4.8 –Alignment to the Common Core State Standards (CCSS)

Section 4, Subsection 4.4.8 The Vendor should describe the alignment of the assessment with the West Virginia Next Generation Content Standards and Objectives (West Virginia's Customized Common Core State Standards) and provide detailed information on how the test is incrementally aligned to the West Virginia's Next Generation Content Standards and Objectives over the life of the contract. This information should include an explanation of the content areas that will be covered in the test to include but not limited to:

- A. Language Arts/Writing
- B. Mathematics
- C. Science
- D. Social Studies
- E. Other components for consideration

Vendor Response:

In this section:

- Alignment to the West Virginia Next Generation Content Standards and Objectives
- Cognitive Complexity Using Webb's Depth of Knowledge

Alignment to the West Virginia Next Generation Content Standards and Objectives

The **West Virginia's Next Generation Content Standards and Objectives** standards are consistent with the content covered in the *HiSET* test specifications.

Items on the initial forms of the *HiSET* are aligned to the West Virginia Next Generation Content Standards and Objectives. In English Language Arts, this is most apparent through a review of West Virginia's College and Career Readiness Anchor Standards for Reading, Writing and Language standards and their consistency with the *HiSET* test specifications. In Mathematics, this is most apparent through a review of the West Virginia's Transition Mathematics Standards for Seniors. In Social Studies, this is most apparent in the required areas of World Studies, U.S. Studies, Contemporary Studies and Civics for the Next Generation.

The West Virginia Next Generation Standards were designed to focus on fewer concepts while stressing deeper learning and understanding. The West Virginia standards define the knowledge and skills students should have at the conclusion of a K–12 education. Most importantly for an alignment between standards and assessments, these standards inform the test specifications. Using such standards, *HiSET* assesses what candidates should know to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.

Item alignment. We have published crosswalks between the West Virginia Next Generation Math and ELA standards and the CCSS, to show how the *HiSET* items are aligned to the West Virginia standards. These crosswalks directly address the correspondence between the CCSS and West Virginia standards. The following section discusses how the *HiSET* items are aligned to the CCSS as well as the College and Career Readiness (CCR) standards.

The development and alignment process Iowa Testing Programs (ITP) used for the *HiSET* items provides the appropriate evidence to support the use of the assessments to measure essential components of the West Virginia Next Generational Standards. Panels of content specialists have aligned the test items used in assembling the initial forms of the *HiSET* to the CCSS. Content experts, test developers, and measurement experts conducted a thorough review of the CCSS and the *HiSET*. Panelists conducted an item-by-item evaluation of the content coverage and cognitive level of the items compared to the relevant domains of the CCSS. These domain-level alignments provide the basis for breakout reports in each subject area that will show the relative performance of test takers in dimensions of the CCSS. By 2017, the *HiSET* will combine the broad standards of CCR with the grade-level specific standards to better define the skills and understanding that all candidates must demonstrate in order to earn the equivalent of a high school diploma.

Table 4.4.8-1: Plan to Enhance *HiSET* Coverage

Timeline	Steps to Enhance <i>HiSET</i> Coverage
2012–2013	Identification of additional standards that should be included in future <i>HiSET</i> forms
2012–2016	Item development and field testing of additional items
2015–2016	Items calibrations and linkages to existing pools of items Research to establish comparability between modes of administration
2017	Forms administered reflect more comprehensive coverage

We provide additional information about the *HiSET*'s alignment to the OVAE CCR Standards for Adult Education in the **Appendix**. The document is "The *HiSET* High School Equivalency Test Reflects College and Career Readiness."

The steps to enhance content coverage (described above) help assure that this transition has already begun and will continue until 2017. As indicated in the preceding table, ETS and ITP are working to identify the aspects of the grade-specific standards that will provide a more comprehensive coverage of the most relevant standards, including the College and Career Readiness Anchor Standards. This process leads to new item development and field testing that will continue between now and 2016. We view new items developed as a complement to those aspects of the CCR Standards that the *HiSET* currently measures. We believe these new items will provide a more detailed analysis of a test taker's performance with respect to the CCR Standards and CCSS. To establish a smooth transition between administrations beginning in 2014 through 2017, we will calibrate these new items and link them to the existing pool of items.

Both the CCSS and the Next Generation Science Standards serve as a framework for the ongoing development of new materials that we will use to construct future versions of the *HiSET*.

We provide additional details of *HiSET*'s alignments, including content area alignments, in the following **Appendix** documents:

- ❖ **Research Rationale for the *HiSET*™ Assessment** — ETS's *HiSET* document describing what the tests measure and its validity
- ❖ ***The HiSET™ High School Equivalency Test Reflects College and Career Readiness*** — ETS's document describing the *HiSET*'s alignment to the OVAE CCR Standards for Adult Education

Cognitive Complexity Using Webb's Depth of Knowledge

We coded the *HiSET* test for cognitive complexity based on vocabulary and a frame of reference using Webb's Depth of Knowledge (DOK)². We embedded the four DOK levels in the *HiSET* assessment, preparation, and reporting/ transcripts. This provides a lens into cognitive complexity for learners and educators.

Figure 4.4.8-2: *HiSET* Webb's Depth of Knowledge Chart

	Essential Competencies	Conceptual Understanding	Extended Reasoning
Mathematics	<ul style="list-style-type: none"> Understand mathematical concepts or procedures 	<ul style="list-style-type: none"> Make decisions of how to approach the problem Specify and explain relationships between terms, properties, or operations Perform multiple-step procedures 	<ul style="list-style-type: none"> Use reasoning, use planning, draw conclusions, or cite evidence to solve a problem Develop a strategy to connect and relate ideas to solve problems while using multiple-step procedures and a variety of skills
Reading	<ul style="list-style-type: none"> Comprehend written text 	<ul style="list-style-type: none"> Use more complex thought processes in interpreting and inferring from text Determine important ideas 	<ul style="list-style-type: none"> Use critical thinking in judging, evaluating, or analyzing text or in integrating or synthesizing ideas within and beyond the text

² Webb's Depth of Knowledge is the complexity or depth of understanding required to answer or explain an assessment related item. Norman L. Webb developed the concept of "depth of knowledge" through research in the late 1990s. Webb was a senior research scientist for the Wisconsin Center of Education Research.

	Essential Competencies	Conceptual Understanding	Extended Reasoning
Science	<ul style="list-style-type: none"> Identify scientific information such as definitions, terminology, principles, concepts, and relationships Recognize fundamental components of scientific investigations 	<ul style="list-style-type: none"> Understand scientific concepts and apply them to explain phenomena Analyze and interpret scientific information Make simple inferences, predictions, and conclusions Formulate hypotheses 	<ul style="list-style-type: none"> Propose solutions to scientific problems Make in-depth inferences, predictions, and conclusions Evaluate the appropriateness of scientific findings, conclusions, and experimental design Integrate ideas from various scientific disciplines and phenomena
Social Studies	<ul style="list-style-type: none"> Read and understand social studies material such as maps, charts, graphs, cartoons, and primary source documents 	<ul style="list-style-type: none"> Interpret social studies information and materials Apply social studies knowledge to new situations Distinguish between facts and opinions Make contrasts and comparisons Make simple inferences and predictions Identify cause and effect 	<ul style="list-style-type: none"> Evaluate social studies information in order to draw conclusions, form generalizations, and solve problems Analyze underlying meanings of social studies materials, such as recognizing author's purposes and assumptions Make connections among important ideas in social studies
Language Arts	<ul style="list-style-type: none"> Identify and/or correct errors in the use of language Recognize correct written language Locate information 	<ul style="list-style-type: none"> Apply knowledge of sentence construction to a piece of writing Make basic decisions regarding research for writing 	<ul style="list-style-type: none"> Exercise judgment in researching, structuring, and developing a piece of writing

Subsection 4.4.9 – Validation

Section 4, Subsection 4.4.9: *The test should be validated and the Vendor should provide all documentation of the study, list of locations where the study was performed, the testing conditions, number of participants, percentage of participants making each score and other information describing the validation process.*

The Vendor is to describe the process of reviewing and evaluating test material with the Agency six (6) months after award and thereafter annually to ensure test materials and outcomes are within the required parameters to indicate equivalency to a high school diploma.

Vendor Response:

In this section:

- The *HiSET* — a Valid and Reliable Assessment
- Reliability and Validity Studies and Evidence of Comparability with Other High School Equivalency Instruments
- *HiSET* Paper-based Versus Computer-based Administration Comparability Study
- Annual Review of Test Materials and Outcomes

The HiSET — a Valid and Reliable Assessment

The procedures we used to develop and revise the test materials are the foundation of the assessment's validity. We have used meaningful evidence related to inferences based on high school content and performance standards to guide the design and development of the content of this assessment. In addition to establishing content validity, we have validated this assessment using indicators of college and career readiness.

We estimated reliability for each of the five assessments using measures of internal consistency. We based these reliability coefficients on data from a nationally

representative group of test takers. The coefficients for reliability ranged from 0.92 to 0.96.

In the design and development of *HiSET*, we paid special attention to existing adult education programs and the educational materials used to support instruction that prepares test takers for examinations assessing high school equivalency. In particular, we conducted an alignment between Adult Basic Education instructional materials and the *HiSET* item pool so that items used in assembling forms would be appropriate and valid measures of current ABE curriculum practice. The current high school equivalency readiness practice materials such as GED™ Official Practice Test 2012 and Test of Adult Basic Education (TABE) can determine the readiness of examinees for the *HiSET*. Test takers and preparation programs can use the current preparation materials to help test takers prepare for the *HiSET*.

We describe what the *HiSET* measures and its validity in ETS's *HiSET* document **Research Rationale for the *HiSET*™ Assessment**, which is in the **Appendix**.

Reliability and Validity Studies and Evidence of Comparability with Other High School Equivalency Instruments

We know West Virginia is committed to delivering and using a valid and reliable assessment of high school equivalency. Design, implementation and research strategies should be structured to adhere to established professional standards (Standards for Educational and Psychological Testing (AERA, APA, NCME, 1999), establishing that the resulting assessment is achieving the important goals of high school equivalency. Adherence to these established standards supports the interpretation and use of this information as valid, fair, and technically sound.

The Standards state that assessment validity is the degree to which accumulated evidence and theory support specific interpretations and inferences of test scores entailed by proposed uses of an assessment. The accumulation of validity evidence begins with an explicit statement of the proposed uses and inferences we make from assessment results. It proceeds with the development of a sound argument to support the intended inferences and interpretation of results and their relevance and alignment to proposed uses. As West Virginia prepares to identify candidates who are eligible to receive the equivalent of a high school diploma, we must identify the necessary knowledge and skills and deliberately design research to support these inferences.

The types of evidence and descriptions of research activities needed to confirm the validity of test-based inferences has shaped the development of the *HiSET*. A comprehensive research agenda developed by ETS and ITP exists to provide the necessary documentation needed by stakeholders to make sound judgments about the quality of the *HiSET*. It includes documentation that directly addresses the intended uses of the assessment, the processes used to develop and validate the assessment system, and information related to interpretation and use.

In the following table, we list the types of validity evidence available.

Table 4.4.9-1: Validity Evidence Types	
Area of Research	Research Conducted and Documentation Available
Assessment Design	<ul style="list-style-type: none"> • Alignment studies • Common Core coverage to College and Career Readiness Standards for Adult Education • Level of results that can be supported • Specifications for the assessments • Validation of the specifications
Development of Items and Tasks	<ul style="list-style-type: none"> • Item development, review, and selection criteria • Alignment with standards • Expert review of items for content accuracy, fairness, universal design, readability • Technical review for appropriate difficulty and accessibility
Pilot Testing	<ul style="list-style-type: none"> • Sampling plans (numbers of students, placement of students at grades 11 and 12, levels of students, students in the state of West Virginia if applicable, students throughout the nation) • Data collection • Data analysis
Field Testing	<ul style="list-style-type: none"> • Sampling plans (numbers of students, placement of students, levels of students at grades 11 and 12, students in the state of West Virginia if applicable, students throughout the nation) • Item-level statistics (IRT-based statistics, classical test statistics) • Data collection • Data analysis
Fairness and Sensitivity Information	<ul style="list-style-type: none"> • Differential item statistics • Fairness and sensitivity reviews
Reliability Estimates	<ul style="list-style-type: none"> • Internal consistency estimates: <ul style="list-style-type: none"> ○ Mathematics — 0.91 ○ Language Arts–Reading — 0.95 ○ Language Arts–Writing — 0.92 ○ Science — 0.91 ○ Social Studies — 0.91
Delivery	Research studies to determine comparability between online and paper/pencil administrations
Scales	<ul style="list-style-type: none"> • Equating designs • Linking designs • Growth and tracking toward readiness studies
Reporting	Scores reported to students, teachers, states

Table 4.4.9-1: Validity Evidence Types

Area of Research	Research Conducted and Documentation Available
Interpretations of results	<ul style="list-style-type: none"> • National study to determine cut scores • Predicting readiness • Comparison of aggregate performance

In addition to the validity studies, we conducted a PBT versus CBT comparability study for the *HiSET*.

HiSET Paper-based Versus Computer-based Administration Comparability Study

In the spring of 2012, Iowa Testing Programs (ITP) at the University of Iowa conducted a comparability study with the *HiSET* item pool comparing paper-based versus computer-based administration. ITP collected the data through a counterbalanced design that required that the same students take both formats of the items but in different orders to balance any practice effect. ITP randomly assigned students (1) the paper-and-pencil version first and computerized version second, or (2) the computerized version first and the paper-and-pencil version second. ITP obtained approximately 4,500 student responses from each item in the pool in each administration format.

The study sought to determine the equivalence in both construct and scores (i.e., average student performance) across formats. In addition, ITP compared differences in visual presentation, item position, and complexity of graphics. ITP analysis included confirmatory factor analysis, differential item functioning statistics, item-level p-value and biserial analyses, and overall differences in performance.

The difference in performance between the two modes was minimal. The following chart shows effect sizes for the five *HiSET* assessments. These values indicate differences of just a small magnitude — no evidence suggests that one mode systematically favors the other.

Language Arts – Reading	0.02
Language Arts – Writing	-0.08
Mathematics	0.10
Social Studies	-0.05
Science	0.09

Annual Review of Test Materials and Outcomes

ETS and ITP will meet with the Agency six months after award, and annually, to review test materials and outcomes to help ensure the *HiSET* meets equivalency to a high school diploma. ETS will schedule a plan to review the materials and outcomes with the Agency at the planning meetings after contract award.

Subsection 4.4.10 – Accommodations

Section 4, Subsection 4.4.10. *The Vendor should describe how test accommodations for individuals with disabilities would be provided for both the CBT and PBT versions of the test and the process for student qualification. The Agency needs flexibility with the qualification process.*

Proposals should include a plan for complying with the Americans with Disabilities Act (ADA) of 1990.

Proposals should describe in detail some or all of the following testing accommodations for a PBT or CBT in each language:

- *Extended time*
- *Special location/private room/small group*
- *Audiocassette*
- *Large print with extended time*
- *Calculator/talking calculator*
- *Scribe*
- *Supervised breaks*
- *Signed interpreted instructions for the deaf/hearing impaired.*

Vendors should identify accommodations that are appropriate for CBT and PBT administrations and provide evidence of current and/or proposed application materials and model for accommodations application and approval, supporting documentation and decision process.

Vendor Response:

In this section:

- *HiSET Testing Accommodations*
 - *Standards Used to Determine Whether a Student Is Provided with Testing Accommodations*
 - *Available Testing Accommodations for the HiSET*
 - *The Testing Accommodations Request, Review, and Decision Process for PBT or CBT*
- *Information and Application Materials for Individuals with Disabilities*

HiSET Testing Accommodations

In support of our mission to provide products and services for all people worldwide, we have developed the *HiSET* with testing accommodations in mind. For the *HiSET*, we will:

- ❖ *comply with the ADA of 1990 and its 2008 Amendments Act (ADA AA)*
- ❖ *allow for reasonable testing accommodations for individuals with disabilities*
- ❖ *use a proven review and decision process for determining testing accommodations*
- ❖ *identify accommodations appropriate for computer- or paper-based administrations*
- ❖ *allow for paper-based administrations in cases where computer-based is not feasible or appropriate*

Although ETS will not have jurisdiction over the state-approved testing centers that will administer the *HiSET* in West Virginia, ETS will work with the testing centers to make sure they understand the needs of the students taking the computer- or paper-based versions. The following is a detailed description of ETS's experience, approach, and plan for providing testing accommodations that we will apply to the *HiSET*.

CBT and PBT testing accommodation processes. These testing accommodation processes apply to both CBT and PBT, all languages and versions, for *HiSET*.

Experience in alternative arrangements. Because ETS is committed to serving every test taker, we promote equity and access for test takers with disabilities. We take seriously our obligations under the ADA AA and other legislation concerning disabilities. We also consider the rights of other test takers and the basic security needs of a testing program in determining and arranging for accommodations. ETS serves test takers with disabilities by providing and/or recommending services and accommodations that are appropriate given the individual test taker's needs and the purpose of each particular test. We have an outstanding record in accommodating test takers who require assistance due to a disability, and we routinely receive positive feedback from our clients for providing exemplary service in this area. The attention that we give to processing details, legal issues, and personalized customer service makes our capability and experience a significant added value to the *HiSET*.

Standards Used to Determine Whether a Student Is Provided with Testing Accommodations

ETS Office of Disability Policy. The ETS Office of Disability Policy (ODP) develops policies and procedures and provides guidance related to serving individuals with disabilities. The primary purpose of the ODP is to make the assessments and services that we administer for our clients accessible to individuals with disabilities. ETS's ODP works closely with our Office of the General Counsel to minimize legal risk and to advise individual programs and clients on how to effectively address the needs of test takers with disabilities, including but not limited to:

- ❖ attention deficit/hyperactivity disorder
- ❖ psychological or psychiatric disorders
- ❖ learning disabilities
- ❖ physical disorders/chronic health disabilities
- ❖ sensory disabilities (vision, hearing)
- ❖ autism spectrum disorder
- ❖ cognitive or intellectual disabilities

The ODP also works closely with our Disability Services customer service group, which processes the more than 12,000 annual requests for testing accommodations that ETS receives so that each test taker receives careful, personalized, and fair consideration.

The *HiSET* program will have a registration portal that contains links to information about how to apply for accommodations, the documentation required for particular disability types, and necessary forms. Test takers with various types of disabilities, and their evaluators, can refer to the links for documentation policy statements at <http://www.ets.org/disabilities/documentation>.

Available Testing Accommodations for the *HiSET*

ETS provides a wide variety of computer- or paper-based accommodations. What follows is a summary of some of the ones that are most commonly requested and approved. Test takers are welcome to request accommodations other than those listed. We will give any requested accommodation full consideration.

Table 4.4.10-1: Commonly approved testing accommodations. We can provide many accommodations for computer- or paper-based administrations for the *HiSET*.

Commonly Approved PBT and CBT Accommodations		
Testing Accommodation	PBT	CBT
extended time	✓	✓
separate room	✓	✓
testing center location with wheelchair access	✓	✓
audiocassette or other form of recorded audio	✓	
Large Print	✓	
screen magnification		✓
calculator/talking calculator	✓	✓
scribe or keyboard entry aide	✓	✓
additional supervised break time	✓	✓
sign language-interpreted instructions for deaf or hard-of-hearing test takers	✓	✓

The Testing Accommodations Request, Review, and Decision Process for PBT or CBT

Test takers apply for accommodations using the Request for Testing Accommodations form that we will provide on the *HiSET* program registration portal. In addition, those requesting accommodations can reach ETS Disability Services, the customer service area that specializes in working with individuals with disabilities, by telephone or e-mail for questions about the requirements, the process, or the status of a decision. ETS processes the majority of routine requests within 10 business days. We may need to request additional documentation to clarify the disability diagnosis and/or the rationale for the requested accommodations. After we process a request, we inform the test taker via e-mail about

whether or not the requested accommodations were approved, and if so, which ones. We also provide notifications of approved accommodations to testing center personnel.

Flexibility in the testing accommodations process. One of the components of ETS's provision of testing accommodations includes providing the Agency with review and approval of ETS's suggestions. The ODP has established policies and procedures for reviewing accommodation requests in order to best limit liability for both the Agency and ETS, and to meet federal ADA requirements. ETS can recommend, after thorough review and evaluation of a test taker's request, special accommodations, but these can also be subject to the Agency's input and approval, as well as the capability of the testing centers. We can discuss and mutually agree upon specific procedures between ETS and the Agency on contract award.

Customer service for test takers requesting accommodations. ETS provides service to test takers requiring accommodations through a dedicated group of customer service representatives within our customer service center. *HISSET* test takers can obtain service through the following communication channels:

- ❖ inbound telephone calls
- ❖ e-mail
- ❖ fax
- ❖ mail

Given the sensitive nature of serving test takers with disabilities, the customer service representatives whom we recruit and select for this team display attention to detail and advanced communication skills (both written and oral). Our ODP, which advises individual programs and clients on how to effectively address the needs of those with disabilities, supports the customer service representative team for test takers with disabilities. It also maintains accurate information about complying with current laws and regulations, which is critical for customer service representatives who are arranging accommodations for test takers.

Customer service representatives for test takers with disabilities will work with the test taker through the various phases of the application, review, and approval processes. If the documentation provided by the test taker is insufficient, customer service representatives will work with the test taker or, in some cases, directly with the evaluator for as long as necessary to correctly complete the application process. If appropriate, we will consult the ETS General Counsel's Office (GCO) for direction. We give each case individual attention in accordance with the ADA AA and related legislation.

Testing accommodation registration. We provide a detailed description of how test takers apply to ETS for testing accommodations in **Subsection 4.4.13**.

Information and Application Materials for Individuals with Disabilities

We will provide *HiSET* testing accommodation information and application materials on the *HiSET* informational website for advocates, diagnosticians, test takers, and the general public beginning in November 2013. We provide a description of our current guidelines and support materials in the following section.

Current ETS Guidelines and Support Materials

The ODP has developed an extensive set of guidelines and support materials for test takers with disabilities that we use across testing programs. These guidelines and materials are available at www.ets.org/disabilities, a website that we have established for test takers seeking accommodations. Test takers with various types of disabilities, and their evaluators, can refer to the links for documentation policy statements, which include the following:

- ❖ ETS Policy Statement for Documentation of a Learning Disability in Adolescents and Adults
- ❖ ETS Policy Statement for Documentation of Attention-Deficit/Hyperactivity Disorder in Adolescents and Adults
- ❖ ETS Guidelines for Documentation of Psychiatric Disabilities in Adolescents and Adults
- ❖ ETS Policy Statement for Documentation of Physical Disabilities and Chronic Health-related Conditions in Adolescents and Adults
- ❖ ETS Guidelines for Documentation of Hearing Loss
- ❖ ETS Policy Statement for Documentation of Blindness and Low Vision in Adolescents and Adults
- ❖ ETS Policy Statement for Documentation of Autism Spectrum Disorder in Adolescents and Adults (in progress)

We also provide tips for both test takers and evaluators at:

- ❖ http://www.ets.org/disabilities/tips_test_taker/
- ❖ http://www.ets.org/disabilities/tips_evaluators/

Copies of Current/Proposed Test Accommodation Applications and Materials

In our Appendix, we provide a sample testing accommodation document that includes the Testing Accommodation Request Form (application) and other related materials that we provide for other established testing programs. These are online at www.ets.org/disabilities.

We have included a copy of the current ***ETS Bulletin Supplement for Test Takers with Disabilities or Health-Related Needs*** as an **Appendix** to this proposal. The following excerpt from the bulletin includes the application form. The bulletin for the *HiSET* testing accommodations will be available November 2013 and will closely align to the current ETS bulletin. We will make the *HiSET* program website — and

documents posted on the website — accessible via assistive technologies so that individuals with disabilities have appropriate access.

Figure 4.4.10-2: Requesting Accommodations. This is an excerpt from the current ETS Bulletin Supplement for Test Takers with Disabilities or Health-Related Needs for the *GRE*, *ParaPro Assessment*, *The Praxis Series*, *School Leadership Series*, and *TOEFL* programs. Test takers complete and turn in this form to start the testing accommodation request process.

TESTING ACCOMMODATIONS REQUEST FORM Part II — Accommodations Requested	TESTING ACCOMMODATIONS REQUEST FORM Part II — Accommodations Requested (continued)
<p>Applicant's Name: (please print) _____ Last _____ First _____ M.I. _____</p> <p>Today's Date: _____ / _____ / _____ Month Day Year</p> <p>If you have received ETS approval within the last two years for accommodations identical to those you are requesting now, and your documentation is still current, please indicate the following:</p> <p>Program: <input type="checkbox"/> GRE* <input type="checkbox"/> ParaPro Assessment <input type="checkbox"/> The Praxis Series™ <input type="checkbox"/> School Leadership Series <input type="checkbox"/> TOEFL® PBT <input type="checkbox"/> TOEFL iBT®</p> <p>Previous test(s) taken: _____ Previous test date(s) (month/year): _____</p> <p>REQUESTED ACCOMMODATIONS (Check all that apply)</p> <p>Accommodations for Computer-based Tests</p> <p><input type="checkbox"/> Ergonomic keyboard <input type="checkbox"/> IntelliKeys keyboard <input type="checkbox"/> Keyboard with touchpad <input type="checkbox"/> Screen magnification <input type="checkbox"/> Selectable background and foreground colors <input type="checkbox"/> Trackball</p> <p>Alternate Test Formats</p> <p><input type="checkbox"/> Braille* <input type="checkbox"/> Large-print test book <input type="checkbox"/> Large-print answer sheet <input type="checkbox"/> Recorded audio with tactile figure supplement* (GRE revised General Test and Praxis I: PPST® Mathematics test only) <input type="checkbox"/> Recorded audio with large-print figure supplement* (GRE revised General Test and Praxis I: PPST Mathematics test only) <input type="checkbox"/> Recorded audio (GRE revised General Test, Praxis I: PPST Reading and Writing tests and TOEFL test only) <input type="checkbox"/> Computer-voiced with tactile figure supplement (GRE General Test in U.S. only) <input type="checkbox"/> Computer-voiced with large-print figure supplement (GRE General Test in U.S. only) <input type="checkbox"/> Listening section omitted (TOEFL test only)*** <input type="checkbox"/> Speaking section omitted (TOEFL test only)**** <input type="checkbox"/> Extended time for spoken responses (TOEFL test only)****</p> <p>* Only applicants who are blind or have low vision ** Only applicants who are deaf or hard-of-hearing *** Only applicants who are deaf or hard-of-hearing or have speech disabilities **** Only applicants who have speech disabilities (NOTE: Extended time for the TOEFL test generally does not apply to spoken responses; applicants who need extended time for spoken responses because of a speech disability need to request an alternate test format)</p> <p>(continued on next page)</p>	<p>Applicant's Name: (please print) _____ Last _____ First _____ M.I. _____</p> <p>Assistance (NOTE: If you are requesting a reader and/or a scribe, and your disability is not blindness or low vision, you must submit documentation for review.)</p> <p><input type="checkbox"/> Reader <input type="checkbox"/> Scribe <input type="checkbox"/> Braille slate and stylus (for note taking only) <input type="checkbox"/> Perkins braille (for note taking only) <input type="checkbox"/> Sign language interpreter (for spoken directions only)** <input type="checkbox"/> Oral interpreter (for spoken directions only)** <input type="checkbox"/> Printed copy of spoken directions (for PBT tests only)</p> <p>Extended Testing Time (NOTE: All tests are timed; if you are requesting more than 50 percent extended time, documentation must be submitted)</p> <p><input type="checkbox"/> 50 percent (time and one-half) <input type="checkbox"/> 100 percent (double time)</p> <p>Extra Breaks</p> <p><input type="checkbox"/> Yes</p> <p>Other Accommodations. If you are requesting accommodations other than those listed above (e.g., separate room or calculator), please describe them below and submit appropriate documentation.</p> <p>_____ _____ _____ _____</p> <p>* Only applicants who are blind or have low vision ** Only applicants who are deaf or hard-of-hearing</p>

External expert review process. The ADA of 1990 and its 2008 ADA AA mandate that test accommodations be individualized, depending on the construct being measured and the nature and severity of the disability. To achieve this objective, the ODP oversees the work of a panel of 34 outside experts who review testing accommodations requests for graduate and professional programs that ETS administers. This group will review the accommodations requests received from *HiSET* test takers. Members of this review panel include college disability service providers as well as psychologists, neuropsychologists, and special education faculty.

Subsection 4.4.11 –Portability of Test Results

Section 4, Subsection 4.4.11: *The Vendor should address the issue of national acceptance of the proposed tests by colleges, technical centers, employers, and other entities and institutions.*

Vendor Response:

In this section:

- *HiSET* Portability
- Reciprocity of exam scores

HiSET portability. We expect that public and private universities and colleges, employers, and the military will accept the *HiSET* by our January 1, 2014 launch. We have provided the necessary documentation to many of the external groups for review and approval prior to the

program becoming operational. ETS is working and will continue to work with stakeholders, including correctional facilities, family literacy centers, libraries, departments of labor, colleges, training programs, and employers across the nation to provide information on the *HiSET* program as we continue to gain program recognition and acceptance.

All major federal programs will accept the *HiSET* assessment if the relevant state has approved and issued it as a valid high school equivalency credential. We describe the national portability information for federal programs in the **Frequently Asked Questions — *HiSET*™ Program Administration** document available at <http://hiset.ets.org> after November 1, 2013 and in the **Appendix**.

Reciprocity of exam scores. Reciprocity of exam scores with other states is important to the *HiSET* program and also to the states accepting and administering alternatives. We are working with the GED Options Workgroup, which has participation from more than 40 states. This workgroup focuses on reciprocity of exam scores, which is a state decision. We will continue to support the effort of state reciprocity of the *HiSET* in states that have adopted both the *HiSET* and selected assessments.

Subsection 4.4.12 –Supplemental Support

Section 4, Subsection 4.4.12: *The Vendor's proposal should describe in detail the following:*

- A. *annual data warehousing and annual downloading of new CBT items during each contracted year and how they will meet delivery deadlines of January 2 each contracted year;*
- B. *a plan for annually printing and securely shipping test batteries and appropriate supplies such as scannable test answer booklets and calculators for the PBT;*
- C. *how they will change the PBT forms each calendar year and provide West Virginia testing centers the required number of PBT batteries that are to be used the next calendar year, January through December, by the end of November of each contracted year;*
- D. *a guideline for secure storage of PBT, a detailed security plan of PBT, the security of CBT tests, and the process of keeping materials and data secure at all times during the project;*
- E. *any supplemental supports to include but not limited to marketing materials for the general public and potential test-takers within the adult education system, and pre-test or practice tests;*
- F. *Describe how pre-test or practice tests and instructional materials are aligned to the test, how they would be made available; and,*
- G. *the process for the Agency to provide transcripts and diplomas.*

Vendor Response:

In this section:

- A. Annual Data Warehousing and New Annual CBT Items/Forms
- B. Annual Plan to Securely Provide *HiSET* Test Batteries and Appropriate Supplies
- C. Provide Test Materials and Supplies by November before the New Calendar/Contract Year
- D. *HiSET* PBT and CBT Security Plan
- E. Supplemental Supports
- F. Test Preparation and Instructional Materials
- G. Transcripts and West Virginia Diplomas

A. Annual Data Warehousing and New Annual CBT Items/Forms

Annual data warehousing. We will provide data warehousing of *HiSET* data for the length of the contract. There is no separate fee for data warehousing. At the end of the contract term, we will transfer all West Virginia *HiSET* data and materials as defined in **Subsection 4.4.16** and in a mutually agreeable format.

New annual CBT forms. Since we administer the CBT version of the *HiSET* via our Internet Based Testing System, there is no need to download CBT items at any time. We will make new CBT forms available each calendar year.

B. Annual Plan to Securely Provide HiSET Test Batteries and Appropriate Supplies

The *HiSET* program will have an online *HiSET* portal where testing center administrators can order test booklets, scannable answer sheets, calculators, and our practice test materials. To maintain the integrity of the test order management system, we will work with the state to identify *HiSET* Test Center Administrators in West Virginia whom the state authorizes to receive test materials at the individual testing centers. Once identified, we will develop a database to

use when preparing test materials shipments. We will pack and ship test materials directly to those individuals using the processes and procedures that we have developed and that the Agency will review and approve.

If the Agency chooses the *HiSET* program for use in West Virginia, we confirm:

- ❖ Testing centers will be able to reuse paper-based *HiSET* test booklets
 - Testing centers can typically use booklets more than 15 times.
- ❖ All *HiSET* test materials will remain property of ETS
 - As new forms will be available each year, testing centers will be required to return all used or unused test materials from the previous year to ETS by January 31.
- ❖ In the case of torn, mutilated, or otherwise unusable test materials, state-approved testing centers may return these unusable materials to ETS using our prepaid comprehensive return kits (described in this section) in exchange for replacement materials at no additional cost.

C. Provide Test Materials and Supplies by November before the New Calendar/Contract Year

ETS will annually print and ship the necessary test batteries, supplies, and test answer documents to state-approved *HiSET* testing centers. We have built our work plan to guarantee delivery of tests and ancillary materials at least two weeks prior to the first test administration of each year of the contract — before November 15 of each calendar/contract year. Although we anticipate delivering these materials at the onset of the testing year, we realize that it may be necessary to accommodate additional materials requirements during the administration period. We are prepared to accept, process, and deliver supplementary orders as needed. We will provide the test booklets, answer sheets, and shipping for these materials at no cost to the testing centers or the state.

Calculators. The *HiSET* does not require additional test-taking equipment or materials. The use of calculators is an option for *HiSET* test takers. ETS will supply calculators to testing centers.

Test Material Ordering Process

Authorized testing center staff will have login access to the material ordering portal for *HiSET*. Testing centers will place their test materials orders directly in the *HiSET* portal. If a testing center needs assistance in placing the order, the test administrator can call the ETS *HiSET* contact center and a *HiSET*-dedicated agent will help or can place the order on behalf of the testing center. After receiving the order in the *HiSET* portal, the system generates a materials packing list. ETS staff will pick the order from our secure stock and fulfill the order for shipment. We will generate a detailed materials packing list for each shipment as an output of the packing process and will insert the packing list into each carton to facilitate 100 percent materials accountability and reconciliation by the testing centers. We will ask *HiSET* testing centers to inventory the materials received against the packing list included with each shipment.

Return and Replacement of Test Materials

If there are shortfalls or missing materials, the administrators will call the toll-free number that connects them to a customer service representative at the customer service center located at the ETS headquarters in New Jersey. There, they can report missing materials to initiate a trace on the order, and, if necessary, request a rush supplemental order of test materials prior to the start of the assessment.

In addition, we are prepared to replace any test materials that become torn, mutilated, or otherwise unusable during shipping. As part of our shipments to the testing centers, we include sufficient packing materials and preprinted, prepaid labels for the administrators to use when they return unused tests, damaged materials, or test taker answer documents for scoring.

Comprehensive return kits. We have designed our materials-return processes to minimize the burden on the State's approved *HiSET* testing centers. We provide comprehensive return kits, including supporting materials and detailed instructions, as part of the outbound test materials shipment. We will produce preprinted, prepaid labels for testing centers to return the materials at the conclusion of the testing year.

D. HiSET PBT and CBT Security Plan

Overview of the *HiSET* PBT and CBT Security Plan

ETS maintains a comprehensive security plan for all our tests. In the following sections, we provide an overview of the *HiSET* PBT and CBT security plan including test and test taker data security, and physical storage guidelines.

- ❖ **Access to test taker scores.** We will configure the ETS *HiSET* so that access to student scores for operational tests will be limited to designated state staff and other state designees.
- ❖ **Access to test taker information.** Test takers' information is stored on servers that multiple levels of password protection to prevent unauthorized access. Users have a unique username and password that they must use to enter the web-based reporting system.
- ❖ **Access and secure storage of test materials.** It is the responsibility of the testing centers and test administrators to provide and maintain secure storage and handling of *HiSET* test materials.
- ❖ **Transmission of sensitive materials.** We are familiar with and will comply with applicable state security protocols regarding transmission of sensitive materials. Unless otherwise directed by the Agency, we will use the following protocols:
 - **Shipment of secure materials.** We will transmit materials using encrypted files and unmarked boxes. We will use next-day delivery service that uses online package tracking. We understand that we cannot transfer student information or sensitive materials using mail, Internet, or fax unless authorized by the Agency, on a case-by-case basis.

- **Secure File Transfer Protocol (SFTP).** As part of the implementation of *HiSET*, we will establish and maintain an SFTP service. This SFTP service will manage SFTP transfers to a directory structure. Gatekeepers determine access privileges — generally one on the client side and one on the ETS side. The ETS gatekeeper approves users.
- ❖ **Access to reports.** We earmark the reports displayed to a particular user for their assigned access permissions. Institutional users must use a unique username and password to enter the designated web reporting system designed for their use. Secure Socket Layer (SSL) encryption protects data transferred over the Internet.
- ❖ **Report data.** We maintain data behind a corporate firewall protected by intrusion-detection software that monitors for breaches 24 hours a day, 7 days a week.

Item and test development security. Security is of utmost importance for assessment to protect both the financial investment and the validity of test scores. During the process of item creation, ITP follows industry-standard security practices, and it secures each item used during its assessments. For *HiSET*, items and test forms will reside in the ETS item bank. The following information details ETS's and ITP's security procedures during the item and test development process for *HiSET*.

ETS and ITP maintain security for item development, item field tests, and test form construction by keeping materials locked when not in use and transmitting items via our internal item banking system or secure file transfer protocol (FTP) sites. Physical security protects equipment, employees, and other vital resources from damage or destruction by deliberate acts or natural disasters. ETS offices require approved and active badges to enter and exit. Security guards are on-site 24 hours a day, 7 days a week.

ETS and ITP staff members consistently follow these established security procedures:

- ❖ **Restricted access.** Only authorized individuals have access to test content at any step in the development, review, and data analysis process.
- ❖ **Locked materials storage.** Assessment specialists keep hard-copy test content, computer disk copies, art, film, proofs, and plates in locked storage when not in use.
- ❖ **Destruction of confidential materials.** We shred working copies of sensitive content during the development process as soon as we no longer need them.
- ❖ **Secure transmission of materials.** Assessment Specialists take further security measures whenever they share items outside of ETS, including registered mail, mail with other security features, express delivery, and tracking records of sending and receipt of any test materials. The security methods used in transmission of materials may depend on the specifications of our clients.

Item bank security. We believe the security of the item bank for a high-stakes assessment that we administer to large numbers of test takers is especially important. The measures we take to verify the security of electronic files are as follows:

- ❖ Access to item banks requires log-in identification and passwords.
- ❖ Automatic backups of electronic forms of test content and item banking systems, with the backups kept off-site to prevent loss from a system breakdown or a natural disaster.
- ❖ We keep the off-site backup files in storage, with access provided to authorized personnel only.

Dedicated security and disaster recovery staff. We maintain dedicated organizations and staff with responsibility for information security, physical security, test security, disaster recovery/business continuity, privacy, and internal audit. These organizations communicate and collaborate via a corporate-level security steering committee, led by our chief information security officer and comprised of the leaders responsible for each function.

Physical security and backup systems. Employee and visitor identification badges control access to the ETS computer processing center. The doors can only be unlocked using the badges of personnel who have functional responsibilities within the center's secure perimeter. Authorized personnel always accompany visitors to the computer processing center. We have extensive smoke detection and alarm systems, as well as a pre-action fire-control system, in the computer processing center. We store critical files for software, applications, and documentation offsite. An ongoing contract provides a backup site to permit continued operation in the case of a natural disaster.

HiSET Specifications for Testing Centers

For all states, we suggest leveraging the state-approved PBT and CBT testing centers currently in operation for the high school equivalency assessment program. This holds true for West Virginia, as well. The use of these existing testing centers affords the Agency an opportunity to work with existing, knowledgeable staff and to provide locations that offer testing centers in each region of the state. ETS intends to work with these approved testing centers to administer the PBT and CBT versions of the *HiSET*.

ETS will work with the Agency to review the existing and prospective sites to determine if they are acceptable to the State for the administration of the *HiSET*. We recommend using or establishing testing centers at institutions where administrators can demonstrate the ability and willingness to administer tests securely and can provide the test takers with an environment conducive to successful testing.

ETS understands that the Agency will have the final decision in identifying or approving testing centers to administer the West Virginia high school equivalency assessment program. If West Virginia chooses the *HiSET* as its high school equivalency assessment, ETS will provide the Agency with recommended testing center location information, facilities, and equipment recommendations and documentation to assist in on-boarding of testing centers for *HiSET*.

Appropriate testing center locations. We recommend confirming or locating sites that provide convenient accessibility to West Virginia’s test takers. We recommend avoiding using or establishing testing centers in areas of high pedestrian or automotive traffic and in environments that provide distractions to test takers — this would include excessive noise or activity.

ETS also recommends specific requirements for testing centers and suggests choosing only those locations that can satisfy the following recommendations:

- ❖ The test supervisor should be an employee of the institution and familiar with best practices in standardized assessment administration.
- ❖ The testing centers should meet testing center security standards for material storage.
- ❖ The testing centers should have adequate parking facilities, controlled access, and sufficient restroom facilities.
- ❖ The testing centers should be accessible and compliant with Americans with Disabilities Act (ADA) standards.
- ❖ Testing rooms should have sufficient seating capacity and adequate lighting, and they should be environmentally controlled for test taker comfort.
- ❖ The testing centers should be an acceptable distance from known sources of noise and disruption.

Testing center facilities and equipment requirements. The testing center is responsible for providing a well-organized, quiet, and friendly test environment. We recommend the following guidelines for establishing testing centers to administer the *HiSET*:

- ❖ Test takers should test in a room, not in a hallway or other open space.
- ❖ Testing rooms should be appropriately heated or cooled, adequately ventilated, and free from distractions.
- ❖ Lighting should enable all test takers to read the computer screen in comfort. It should not produce shadows or glare on the computer screen or writing surfaces.
- ❖ Administrators should remove any maps, periodic tables, posters, charts, or any other materials related to the subject matter of the assessment from the room.
- ❖ Restrooms should be located near the testing room and should be easy to access.
- ❖ Administrators should post directional signs to restrooms, if necessary.
- ❖ Administrators should post signs outside the testing room indicating that a test is in progress.
- ❖ Testing rooms should be quiet throughout the test administration. When testing is scheduled or is in progress, there cannot be other activities in the testing room that would disrupt the testing environment.

- ❖ Administrators should use facilities that are accessible to people with disabilities. The facilities should meet federal and state accessibility laws, such as the ADA, including reserved parking for test takers with disabilities, wheelchair access, and appropriately equipped restrooms.
- ❖ Administrators should provide a comfortable chair with a back. Stools or benches without backs are not acceptable.
- ❖ Administrators must provide a writing surface at the test station. This surface must be large enough to accommodate any paper materials, such as the test booklet, answer sheet, and scratch paper.
- ❖ A secure, locked storage cabinet or closet that is adequately sized to hold all test materials and is available from the time materials are received at the site until all are consumed or returned for processing should be available.

Guidelines for the Qualifications of Testing Center Personnel

ETS recommends that the Agency accept testing center staff (to administer the *HiSET*) that has prior experience administering standardized tests and is familiar with the policies and procedures of the testing program.

Recommended testing center staff qualifications. ETS recommends the following qualifications of testing center personnel for CBT or PBT delivery of the *HiSET*:

- ❖ member of the faculty or administrative staff of an educational or governmental institution
- ❖ experience or training in administering standardized tests
- ❖ 18 years of age or older
- ❖ not involved in any public or private courses, workshops, or tutoring activities that involve intensive drilling on test questions similar to those in the test being administered
- ❖ not involved in or handling materials for the administration of a test produced by ETS that will be taken by a household or immediate family member, at any testing center, on the day of the test, or for 90 days prior to the administration of that test

Number of staff assigned. We typically determine the number of staff in each position by the number of test takers and testing rooms at the testing center. The recommended staffing algorithm is:

- ❖ one testing center administrator per testing center
- ❖ one proctor per testing room
- ❖ one associate supervisor per testing room
- ❖ one hall proctor per every four testing rooms

Our goal of the staffing structure is to facilitate an efficient, fair, and valid test administration that is free of distractions. We believe proper training is important. Training includes testing center staff training and additional training for Agency staff.

The staff assigned recommendations are not requirements. The Agency will have the authority to determine if we should modify the recommendations of staff assigned to fit the needs of the State or volume of testing at a center.

Plan to update the guidelines. As we are working with the Agency, ETS will modify and provide updated recommendations or policy decisions impacting *HiSET* staff. We will work with the State to review staff qualifications and recommendations annually. Additionally, we will update the related *HiSET* documentation as policies change, if needed.

PBT Security

ETS will make sure that the PBT materials are securely delivered to the testing centers via proven and secure shipping procedures. ETS will train state and testing center staff on appropriately delivering and administering the *HiSET*. This training includes detailed processes including test security and a plan to deal with potential security breaches.

- ❖ **Responsibility of the testing centers and test administrators.** We will detail secure storage and handling processes for PBT *HiSET* materials in the Test Administration Guidelines; we believe those guidelines will be comparable to policies current GED testing centers use. We require a secure, locked storage cabinet or closet that is adequately sized to hold all test materials and is available from the time *HiSET* materials are received at the testing center until all are consumed or securely returned for processing should be available.

Physical security of test materials at testing centers. All *HiSET* test materials must be kept in secure, locked storage cabinets until made available to verified test takers. No one may copy or remove from the testing center any *HiSET* test materials in any way unless testing center personnel are following established procedures for secure shipping of materials back to ETS.

Physical security of test materials at ETS. The *HiSET* program will use ETS's state-of-the art warehouse and distribution center for shipping, retrieval, and storage of ETS *HiSET* materials. This facility is primarily used for the fulfillment of educational assessments that ETS manages. The facility includes the following:

- ❖ electronic badge security system for employees, including picture ID, with restricted access for personnel
- ❖ security camera monitoring by our security organization
- ❖ physical presence of security guards at building exits
- ❖ approved visitors must always be escorted
- ❖ cameras and recording devices are prohibited in certain restricted areas

- ❖ radio frequency technology to record the accuracy and completeness of inventory movement throughout the facility
- ❖ integrated Inventory Locator system to support proper and accurate accounting of test materials
- ❖ comprehensive inventory cycle count program designed to verify the accuracy of test material inventory

Scoring paper-based answer sheets. For paper-based scoring, we will provide the testing centers with pre-paid UPS shipment packages for expedited return of paper-based *HiSET* answer sheets to ETS for scoring. We will receive *HiSET* answer sheets from testing centers daily. Our scoring center is in a restricted-access, highly secure building that we manage. Our scoring facilities are restricted so that only authorized personnel have access to *HiSET* materials.

- ❖ *HiSET* test materials will not leave our restricted-access building at any time during the receiving, scanning, and scoring processes.
- ❖ When delivered to ETS, testing center envelopes are hand-carried by mail room staff to the *HiSET* receiving area where we log them, by testing center, on a daily receiving log, checked for completeness, and prepared for scanning into the multiple-choice scoring system or the online scoring network for essay rating.
- ❖ We will scan *HiSET* answer sheets in another restricted access area. Once we scan them, they are securely stored while on-site, following *HiSET* requirements in case we need to retrieve an answer sheet for review or re-score it. Then we relocate it to a secure offsite storage facility.

CBT Security

- ❖ **Responsibility of the vendor.** We will make sure to securely deliver the CBT data to the test taker at the testing centers via our proven and secure CBT system. ETS will train state and testing center staff on appropriately delivering and administering the *HiSET*. This training includes detailed processes including test security and a plan to deal with potential security breaches.
- ❖ **Responsibility of the test administrators and the Agency.** While the ETS platform, and associated training materials and guidelines, provide a framework in which to conduct secure test administrations, a great deal of the responsibility to carry out these instructions depends upon the reliability of testing center personnel. Approving testing centers and their personnel rests with the Agency and/or the testing centers. We will support the testing center staff and provide them with training and materials to securely administer the *HiSET*.
- ❖ **Host environment security.** ETS monitors and manages security on its supervised and shared servers through our in house vendor CSC. The system automatically notifies us of all patches and relevant security issues from numerous security sources and installs all security patches onto its servers within 48 hours of their release. We also monitor hacking groups in order to be aware of security issues not yet in the public domain. We implement firewall technology and perform

basic firewall, packet filtering, port filtering to stop Level 1 attacks. We also run Intrusion Detection Systems (IDS) to monitor the most common hack attempts and automatically take action to block attackers if there is a justifiable threat. In addition to the IDS, we run short intrusion detection modules and other monitoring software designed to trap any potential attacks that may have slipped through the firewall or IDS. This secondary system looks for over 1,000 different possible hacking attempts.

Secure transmission of data over the Internet. To prevent third parties from intercepting data packets between the testing center and the servers, we employ several strategies. The entire test-taking environment uses encryption technology, the same standard approved for legal signatures and bank transactions over the Web.

ETS's Office of Testing Integrity

OTI, under ETS's Office of General Counsel, exists to perform and support the security investigations necessary for fair and valid testing. OTI resolves situations in a fair and balanced way that reflects the laws and professional standards governing the integrity of testing. ETS reports test scores unless we find substantial evidence that the scores are not valid. Suspicions of an unfair advantage will not result in score cancellation without rigorous supporting data. Ultimately, the outcome of any security investigation in West Virginia is the decision of the Agency. Once we have completed a review, we will make recommendations in situations where cheating may have occurred. Ultimately, the Agency will decide how to handle each case that proceeds to an action stage.

E. Supplemental Supports

National *HiSET* Marketing Plan Overview

We will provide *HiSET* marketing packets to Agency staff, testing centers, colleges, universities, and employers throughout the state. ETS will meet with and provide documentation to colleges and universities for modification of admission qualifications to include *HiSET*. ETS will also provide language for employers so they can update qualifications for applicants seeking employment. We have begun outreach at a national level and will continue over the length of the contract. Examples of the existing marketing activities to date follow (similar services could be available in West Virginia if requested):

- ❖ informational website: www.HiSET.ets.org
- ❖ face-to-face meetings to share *HiSET* program information with the following organizations and entities:
 - federal Bureau of Prisons
 - federal Department of Labor
 - more than 30 state test directors
 - leadership conference: Civil Rights
- ❖ regional tours in *HiSET* states to meet with testing centers and adult basic education

- ❖ presentations and/or exhibits at:
 - Commission of Adult Basic Education (COABE)
 - National Center for Family Literacy (NCFL)
 - National Adult Education Professional Development Consortium (NAEPDC)
 - Mountain Plains Adult Education Association (MPAEA)
 - State-specific conferences
- ❖ HiSET_ETS Twitter account

News articles in the following media outlets:

- ❖ Wall Street Journal: <http://online.wsj.com/article/SB10001424127887323864304578316463933715702.html>
- ❖ The Keene Sentinel: http://www.sentinelsource.com/news/state_regional/gedofficially-out-in-new-hampshire/article_de2dc8cc-a386-54bf-a735-c861cd8f818a.html
- ❖ PR Newswire: <http://pn.newsblaze.com/story/2013032012180300002.pnw/topstory.html>
- ❖ New Hampshire Public Radio: <http://www.nhpr.org/post/nh-drops-gedstudents-urged-complete-program>
- ❖ NBC Montana: <http://www.nbcmontana.com/news/Montana-to-replace-GEDexam-with-new-high-school-equivalency-test/-/14594602/19386556/-/hwpega/-/index.html>
- ❖ Billings Gazette: http://billingsgazette.com/news/local/education/state-movesaway-from-ged-hires-new-testing-company/article_90f52786-2b41-5c32-87ed-7d85f46337bd.html
- ❖ Inside Higher Ed: <http://www.insidehighered.com/news/2013/05/16/ged-facescompetition-states-weigh-two-new-entrants>

Additionally, the ETS *HiSET* program is developing and preparing to launch an awareness campaign to reach all *HiSET* stakeholders. We expect the marketing plan to include radio, printed materials, public relations, online advertising, state and testing center marketing packets, regional tours, webinars, and national Adult Basic Education (ABE) organization support. The *HiSET* will also provide support with marketing in West Virginia by offering regional testing center meetings for information, marketing resources, and training for testing site administrators.

We provide some **examples of current marketing materials** for your review in the **Appendix**.

Training for Educators, Testing Center Staff, and Agency Staff on Test Administration and Accommodations

The *HiSET* program is committed to working with the state, instructional, and testing staff every step of the way. We will work with the state to determine the number of face-to-face trainings needed each year. This allows Agency staff, testing center staff, and adult education educators to have training in process, test administration guidelines, and content.

ETS will hold interactive webinar trainings for stakeholders, including Agency staff and testing center staff. The webinars will include *HiSET* program updates, content sessions for each subtest, and best practices across *HiSET* states with regard to scoring and interpretation as well as test administrator training. ETS will provide the State with webinar recording and archive access.

Testing Center Staff Training

ETS believes that providing comprehensive training to test administration staff is fundamental to a successful administration of an assessment program. ETS has extensive experience in developing and delivering administration training programs for high-stakes assessments. We have used the following approach for other standardized tests and propose using our proven training approach for the *HiSET*'s implementation in the states.

Initial training sessions. We provide testing center training to testing center staff through workshops divided by audience relevance. The two types of training the *HiSET* program offers are teacher/adult basic education (ABE) training and testing center administration training. As part of these sessions, we utilize a comprehensive *HiSET* program manual.

The educator/ABE training topics include:

- ❖ content overview
- ❖ scoring methodology
- ❖ essay overview-including benchmark cases
- ❖ rubric overview
- ❖ *HiSET* preparation materials

The testing center program administration topics include:

- ❖ comprehensive review of test security policies and procedures
- ❖ pre-test administration procedures and activities
- ❖ test-day policies and procedures
- ❖ post-test administration procedures and activities, including emphasis on the test materials return process
- ❖ policies and procedures to be followed when training support staff

Additional training. We can provide ongoing test administration training and support through published materials like a test administrator's manual, e-mail notifications, and a library of resources made available through the *HiSET* website.

Annual conference. We will host a *HiSET* annual conference beginning in 2014. The purpose of the conference is to collaborate with *HiSET* state and ABE staff, and other stakeholders, on innovative thinking and planning for the future enhancements with our other *HiSET* states as thought partners. The

annual conference is an opportunity to share best practices, curricula, and successes with other *HiSET* states who are also working to make changes and improvements in adult basic education. The vision includes building a continuum of college and career opportunities for the out-of-school youth and adults across the nation.

Train-the-trainer Training for Agency Staff

ETS will provide, in consultation with the State, train-the-trainer sessions for Agency staff members at no additional cost to the Agency. Based on our extensive experience in conducting training sessions of this kind, our training will also include written material detailing the criteria and procedures for testing center administrators to follow in order to confirm standardized, fair, and valid assessment administrations.

HiSET Training Resources and Test Administration Guidelines

ETS will provide to the Agency, in an electronic format, the training resources and information necessary to provide training for a testing center staff to meet test security and implementation of standardized protocols. ETS will provide these training materials to the testing center staff at no additional charge to the state.

HiSET test administration guidelines. The *HiSET* program is developing a robust suite of documents and materials to assist testing center staff in administering the program. We are developing the materials in collaboration with an advisory council consisting of state testing directors, testing center administrators, and other stakeholders. We will release the testing center manuals, including the administrator guide and technical manual, in Fall 2013. ETS will develop a comprehensive set of instructions that cover everything that test administrators need to do and say to administer the *HiSET* in compliance with Agency requirements and policies. These guidelines will emphasize clear instructions for test takers and provide the testing center staff with robust and secure administration procedures. The guidelines will include uniform directions for the test takers as well as directions that administrators should follow to support a valid and secure test administration.

HiSET test administration guidelines sections include:

- ❖ pre-administration preparation, including scheduling, staff responsibilities, and materials needed
- ❖ test security procedures and protocols to be applied during the test administration process, including how to handle test taker questions and inquiries
- ❖ directions regarding processes to follow for document distribution and completion during the test administration process
- ❖ instructions specific to the administration of test sections
- ❖ processes to follow to enable the complete, accurate, and timely return of test materials
- ❖ appendices with forms and documents required in the test administration process

We will produce the testing guidelines in a format that we can either publish on the *HiSET* website or print and distribute to each testing center that will administer the *HiSET* in the State.

Availability of training materials. We will produce the testing guidelines and other training materials that will be available to state-approved testing center personnel outside of training. Users can access materials through the *HiSET* portal by logging into the secure platform. In addition to the *HiSET* program manual, which includes the program guidelines, ETS will provide e-learning for testing center staff. The e-learning modules provide self-paced learning opportunities divided by topic for testing center staff. Agency and testing center staff will have access to the e-learning portal and can view documentation regarding module completions by testing center staff across the State.

Technical Assistance and Customer Service Support for Testing Center Staff and Test Takers

ETS will provide training and supporting materials for testing center administrators so that testing centers can assist test takers without Internet access through the eligibility, scheduling, and payment processes. *HiSET* customer service representatives will also be able to address issues related to ordering *HiSET* test materials, PBT and CBT test administration and delivery, and scoring. For added support, the *HiSET* customer service representatives will provide technical assistance to testing centers and test takers.

Support help line and customer service center. ETS will provide this technical assistance from our 525-seat customer service center in Ewing, New Jersey via a toll-free *HiSET* phone line. Annually, our customer service representatives respond to approximately 2.3 million customer inquiries from this location. The customer service center will provide support from 8 a.m. through 5 p.m. local time, Monday through Friday, excluding federal holidays. Service is available through three convenient channels: telephone, e-mail, and fax. A toll-free number will accommodate the needs of individuals under the Americans with Disabilities (ADA) Act.

- ❖ *HiSET* e-mail: hiset@ets.org
- ❖ *HiSET* toll-free phone number: 1-855-MyHiSET (1-855-694-4738)
- ❖ *HiSET* fax number: Will be launched and published November 2013

F. Test Preparation and Instructional Materials

ETS offers the following test preparation and instructional materials for the *HiSET*. We provide a full description of these materials in **Subsection 4.4.7** as required.

- ❖ Free sample questions
- ❖ Official *HiSET* practice tests
- ❖ Other instructional, supplemental or preparation materials
 - practice tests (computer and paper delivered)
 - diagnostic tests that demonstrate level of readiness
 - online remediation that focuses on particular areas of student need
 - workbooks and exercises focusing on specific content areas
 - Khan Academy video teaching lessons *HiSET* alignment
 - *HiSET* informational videos available via YouTube about the *HiSET* registration and scheduling system and the *HiSET* application process for test takers seeking accommodation
 - *HiSET* CBT video module available via the *HiSET* informational website to help test takers understand and familiarize themselves with *HiSET* CBT experience before test day

G. Transcripts and West Virginia Diplomas

Transcripts. ETS will provide official results to the Agency within the requested timeframes for both computer- and paper-based administrations. Test takers, testing centers, and the State may access the transcripts/score reports online via the *HiSET* portal at any time so there is no waiting time for replacement transcripts. The *HiSET* program does not charge for transcripts. Test takers, testing centers and states will have the ability to self-print transcripts.

West Virginia diploma. The state issues the high school equivalency credential (e.g., diploma, certificate).

Subsection 4.4.13 –Registration

Section 4, Subsection 4.4.13: *The Vendor should describe in detail the paper and computer process for registration including how real time support is provided to examiners regarding issues connected to the ordering, delivery, administration, or scoring.*

The Vendor should describe in detail the assignment of identification numbers to test takers.

The Vendor should provide a process for data matching with the Agency's management information system.

Vendor Response:

In this section:

- *HiSET Test Taker Registration via the HiSET Portal*
 - Assignment of Identification Numbers to Test Takers
 - Registration Assistance
 - The *HiSET* Registration System
 - Registration of Approved Testing Accommodations
- Data Matching with the Agency's Management Information System

HiSET Test Taker Registration via the HiSET Portal

The *HiSET* program will use the *HiSET* registration and reporting system known as the *HiSET* portal. The *HiSET* portal includes the functions necessary for test takers to register to test, modify registrations, modify personal information, and receive scores. During the registration process, new test takers can create a *HiSET* account with a self-selected username and password along with their demographic information. We will work with the Agency to develop a process to successfully use the *HiSET* portal for registration. ETS understands that the Agency will approve the registration process before we implement it in West Virginia.

From their “My HiSET” account, test takers can view their full testing history, view and print score reports, and register for new testing. Our system will process registrations in real-time with immediate confirmation. Once test takers have established individual testing accounts, they may return at any time to perform tasks such as:

- ❖ view available testing centers
- ❖ view applicable *HiSET* materials
- ❖ view their registration information
- ❖ check the status of their registration
- ❖ view their account history
- ❖ view their scores
- ❖ update their profile information

Assignment of Identification Numbers to Test Takers

The *HiSET* portal assigns a unique ID to each test taker who registers. Additionally, the *HiSET* portal allows for state-specific identifiers to be associated with each test taker.

Registration Assistance

Customer service representatives will also have access to the *HiSET* portal. Test takers needing assistance creating a profile can contact the ETS customer service representative or seek assistance from their local testing center. Using the system, customer service representatives will be able to assist test takers with any aspect of their registrations or answer any questions concerning accounts. Representatives can also process registrations for test takers requiring accommodations, incorporating those appointments into the test taker's historical record viewable online.

Assisting test takers in correctional facilities. Test takers without Internet access, such as those in correctional facilities, have the following option to complete *HiSET* registration and scheduling:

- ❖ test center administrators at the correctional facilities will assist test takers in person
- ❖ customer service representatives can assist correctional facility test administrators on the phone on behalf of the test taker
- ❖ ETS will provide informational materials those that may be available to assist *HiSET* test takers in correctional facilities.

Post registration. Upon completing their registration, test takers will see a printable, Americans with Disabilities Act (ADA)-compliant registration confirmation page that will also include a receipt for payments received (if applicable). The system will send an e-mail confirmation for test registrations to the e-mail address on record. Our Office of Disability Policy will contact test takers receiving accommodations directly from with specific instructions concerning their testing.

The *HiSET* Registration System

We will keep the *HiSET* registration system up to date by incorporating technological advances that enhance customer service and information security. We will also use the knowledge and expertise of our staff to maintain and constantly improve the *HiSET* Internet-based registration system, which we believe will promote test taker satisfaction.

Registration System screen shots. On the following pages, we provide screen shots that depict the steps in the registration process for test takers, including:


- ❖ Sign In
- ❖ Create Account — Personal Information
- ❖ Create Account — Username and Password
- ❖ Create Account — Review and Submit


- ❖ Account Created
- ❖ Find Test Centers — Search Result
- ❖ My *HiSET* Home

The sample screen shot provides a preliminary view of how ETS will implement the process for test takers to create an account for *HiSET* application, find testing centers, and registration for the *HiSET*. The final content, design, and functionality are under review and are subject to change based on more detailed discussions with stakeholders.

Figure 4.4.13-1: Sign In. This sample screen shot is an example of where a test taker would create a new account or log into an existing account.

The screenshot shows the HiSET website interface for test takers. At the top, the ETS HiSET logo is on the left, and navigation links for STORE, CART (0), FAQs, and CONTACT US are on the right. Below the logo, the text 'FOR TEST TAKERS' is displayed. The main content area is titled 'Welcome to HiSET' and contains two columns. The left column, 'New User', lists benefits of having an account (create/edit profile, find test centers, schedule appointments, check registrations, view scores) and a 'Create an Account' button. The right column, 'Returning User', prompts the user to sign in with their HSET username and password, featuring input fields for both, a 'Sign In' button, and links for 'Forgot Username' and 'Forgot Password'. The footer contains links to various user guides, copyright information for 2013, and the ETS logo with the tagline 'Listening. Learning. Leading.'.



STORE |  CART (0) | FAQs | CONTACT US

FOR TEST TAKERS

Welcome to HiSET

New User

With an HSET account, you can:

- Create/edit your profile
- Find test centers in your area. In some locations, you can also schedule your appointment online.
- Check your test registrations
- View scores

Create an Account

Returning User

Welcome back! Sign in using your HSET username and password.

Username:

Password:


Sign In

[Forgot Username](#) | [Forgot Password](#)

HiSET Home | For Test Takers | For Test Center Administrators | For States and Educators

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West Virginia High School Equivalency Assessment
RFP# EDD398716 – September 10, 2013

Page A-72

Figure 4.4.13-2: Create Account — Personal Information. This sample screen shot is an example of where a test taker would enter or revise personal information.

First Last | My HiSET Home | Sign Out

STORE |  CART (0) | FAQs | CONTACT US



FOR TEST TAKERS

My HiSET Home > Find test Center > Schedule Appointment

Personal Information [\(Edit\)](#)

First or Given Name:	Max
Middle Initial:	
Last or Family Name:	Blay
Date of Birth:	August 9, 1979
Gender:	Male
Email:	mblay@gmail.com
Country/Location:	United States
Address Line 1:	3159 Old Pine Terrace
Address Line 2:	
City:	Charleston
State:	West Virginia
ZIP Code:	25301
Primary Phone:	(01) 304/841-2894 (Landline)
Alternate Phone:	

Cancel

Next >

HiSET Home | For Test Takers | For Test Center Administrators | For States and Educators

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Figure 4.4.13-3: Create Account — Username and Password. This sample screen shot is an example of where a test taker would create a unique user name, password, and agree to the terms and conditions of the *HiSET* program.



STORE |  CART (0) | [FAQs](#) | [CONTACT US](#)

FOR TEST TAKERS

Create Account

Personal Information

Additional Information

Background Information

Username and Password

Review and Submit

Username and Password

* Required Information

* Username:


* Password:

* Re-type Password:

* Security Question:

- Select -

* Answer:

Terms and Conditions  [Print Terms and Conditions](#)

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< Back

Next >

Figure 4.4.13-4: Create Account — Review and Submit. This sample screen shot is an example of where a test taker would review summary account information before submitting for account creation.



Create Account

Personal Information

Additional Information

Background Information

Username and Password

Review and Submit

Review and Submit
Review your information below and click Submit.

Personal Information

First or Given Name:	Max	Name cannot be changed once the account is created. Make sure that you enter your name exactly as it is shown (excluding accents) on the <u>primary identification (ID) document</u> that you plan to present at the test center.
Middle Initial:		
Last or Family Name:	Blay	Date of Birth and Gender cannot be changed once the account is created. Make sure your date of birth and gender are correct.
Date of Birth:	August 9, 1979	
Gender:	Male	
Social Security Number (last 4 digits):		
Email:	mblay@gmail.com	
Country/Location:	United States	
Address Line 1:	3159 Old Pine Terrace	
Address Line 2:		
City:	Charleston	
State:	West Virginia	
ZIP Code:	25301	
Primary Phone:	(01) 304/841-2894	
Alternate Phone:		

Additional Information

Ethnicity:	Male
Preferred Language for Test Taking:	English
Primary Speaking Language:	English
Military Member:	No

Background Information

Display Background Information Here.

< Back

Submit

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Figure 4.4.13-5: Account Created. This sample screen shot is an example of where a test taker would receive on-screen confirmation of account creation. Additionally, the test taker will review an e-mail confirmation.

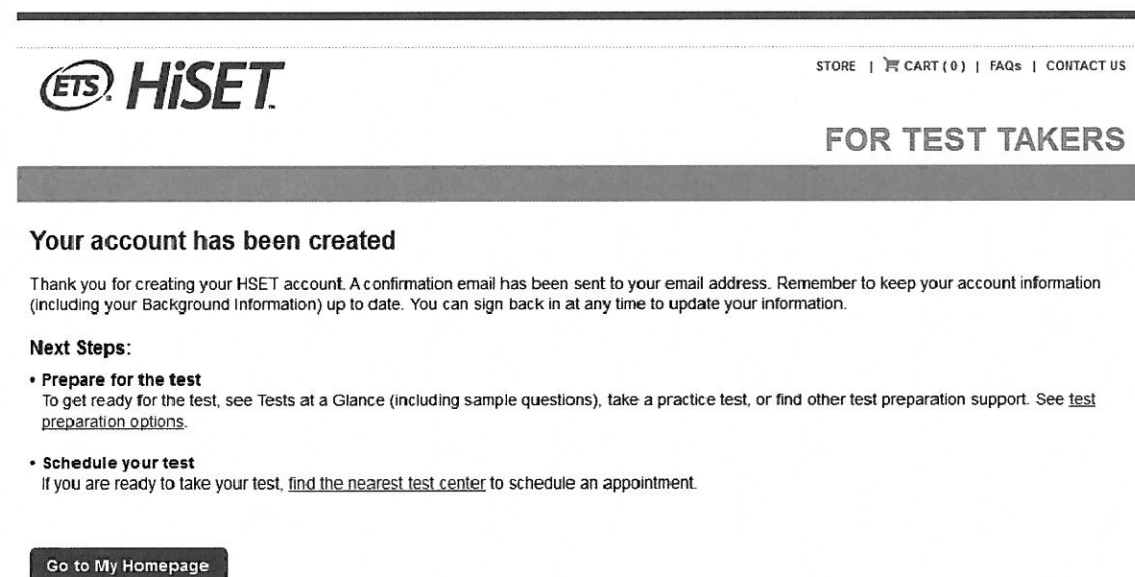


Figure 4.4.13-6: Find Test Centers — Search Result. This sample screen shot is an example of the tools available to assist a test taker with locating a testing center.

[First Last](#) | [My HiSET Home](#) | [Sign Out](#)
[STORE](#) | [CART \(0\)](#) | [FAQs](#) | [CONTACT US](#)

FOR TEST TAKERS

[HiSET > For Test Takers > My HiSET Home > Find Test Centers](#)

Find Test Centers

Find test centers near you. You may contact the test center to schedule an appointment to take the HiSET. In some locations, you can also schedule your appointment online. The test center may also help you with other test-related services.

▼ Search Criteria

* Required Information

* Country/Location:

United States

* City, State or ZIP Code:

25301

Distance:

100 miles

☐ Within Current State

Test Center Name:

Test Delivery Mode:

☒ Paper Test

☒ Computer Test

Search

Search Results

Results per page 5 10 Results Found

#	Test Center	Distance
1	Garnet Career Center 422 Dickinson Street Charleston, WV 25301 US Phone: 304/348-6195	0.2 miles Map & Directions
2	Garnet Career Center 422 Dickinson Street Charleston, WV 25301 US Phone: 304/348-6195	0.2 miles Map & Directions
3	Boone County Career Center 3505 Daniel Boone Parkway Foster, WV 25081 US Phone: 304/369-4585	19.4 miles Map & Directions
4	Academy of Careers and Technology 390 Stanford Road Beckley, WV 25801 US Phone: 304/256-4615	45.3 miles Map & Directions
5	Wood County Vo-Tech Center 1515 Blizzard Drive Parkersburg, WV 26101 US Phone: 304/420-9501	61.8 miles Map & Directions

[First](#) [Previous](#) **Page 1 of 1** [Next](#) [Last](#)

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Figure 4.4.13-7: My HiSET Home. Test takers can view their upcoming tests and their profiles on a personal page within the *HiSET* portal. Our system customizes this page for each test taker.

First Last | My HiSET Home | Sign Out

STORE | CART (0) | FAQs | CONTACT US

FOR TEST TAKERS

My HiSET Home

Max Blay
ID: ABC12345

- Personal Information
- Background Information
- Password
- Security Questions
- Accommodations

My Resources

- HiSET Bulletin
- Test Preparation
- ID Requirements
- State Requirements
- Test Center Procedures and Regulations
- Test Takers with Disabilities and Health-related Needs

My HiSET Test(s)

Upcoming Tests (2)

Math Jan 9, 2014 - 09:00 am Garnet Career Center Computer Test (English)	- View Appointment Detail
Social Studies Jan 9, 2014 - 11:30 am Garnet Career Center Paper Test (English)	- View Appointment Detail

- View All My HiSET Tests

Find Test Centers to Register for HiSET Tests

Quick search - enter city, state or zip

- Find Test Centers

My HiSET Orders

- View Orders

My HiSET Scores

- View Scores

My Next Steps

- Link
- Link

Promos

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Registration of Approved Testing Accommodations

Once we approve testing accommodations, we will provide test takers with their accommodation information. The *HiSET* program will work with the test taker and the testing sites to schedule the test dates and times. We provide the following examples of the possible accommodation selections in the registration system.

Figure 4.4.13-8: Search for a Test Taker. This is an example of the test taker summary screen. From here, we can add or edit accommodations for the test taker.

ETS Frank SSD CSR | My HiSET Home | Sign Out

FOR ETS REPRESENTATIVES

Accommodations for Prabhat Konam

Test Title: All Tests Test Type: All Tests Type Accommodation Status: All Statuses

No approved accommodations.

Back Add Accommodations Edit Accommodations

Figure 4.4.13-9: Add Accommodations. We can add accommodations by test title and test type.

ETS Frank SSD CSR | My HiSET Home | Sign Out

FOR ETS REPRESENTATIVES

Accommodations for Prabhat Konam

Test Title: All Tests Test Type: All Tests Type Accommodation Status: All Statuses

No approved accommodations.

Back Add Accommodations Edit Accommodations

Add Accommodations

Select Test Title and Type

Test Title: ELA-Reading Test Type: Computer

Continue Cancel

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Figure 4.4.13-10: Approving Accommodations. We can select the specific accommodations for the test taker and set an expiration date for these accommodations.



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Add Accommodations For Prabhat Konam

ELA-Reading (Computer)

Technical Accommodations

Accommodations	Expiration Date
<input type="checkbox"/> Color Contrast	Month <input type="text"/> Day <input type="text"/> Year <input type="text"/>
<input type="checkbox"/> Large Font/Magnification	Month <input type="text"/> Day <input type="text"/> Year <input type="text"/>

Extended Testing Time

Accommodations	Expiration Date
<input type="checkbox"/> Extended Time <input type="text" value="50%"/>	Month <input type="text"/> Day <input type="text"/> Year <input type="text"/>

Other Accommodations

Accommodations	Expiration Date
<input type="checkbox"/> Calculator/Talking Calculator	Month <input type="text"/> Day <input type="text"/> Year <input type="text"/>
<input type="checkbox"/> Test center location with wheelchair access	Month <input type="text"/> Day <input type="text"/> Year <input type="text"/>
<input type="checkbox"/> Separate Room	Month <input type="text"/> Day <input type="text"/> Year <input type="text"/>
<input type="checkbox"/> Other Accommodation <input type="text"/>	Month <input type="text"/> Day <input type="text"/> Year <input type="text"/>

Cancel

Save

Figure 4.4.13-11: Approved Accommodations. After choosing the accommodations, we approve them or, if needed, make edits.

Frank SSD CSR | My HiSET Home | Sign Out
FOR ETS REPRESENTATIVES

Accommodations for Prabhat Konam

Accommodation(s) saved.

Test Title
 Test Type
 Accommodation Status

Test Title	Test Type	Accommodations	Last Modified	Expiration Date	Status	Actions
ELA-Reading	Computer	Color Contrast	May 6, 2013	January 10, 2015	Active	Edit

Figure 4.4.13-12: Test Taker Roster. This roster is an example of the testing center administrators' view of scheduled test takers, including approved accommodations. This makes it easy for the testing center administrator to see when a test taker with approved accommodations is scheduled so that the administrator can prepare for that test taker.



Julie CSR | My HiSET Home | Sign Out

FOR ETS REPRESENTATIVES

Test Taker Roster

* Required Information

Search Criteria

5

Results found:3 | Page: 1 of 1 | <<First <Previous 1 Next> Last>>

No	Test Taker Information	Test Information	Accommodation	Check in	Status	Action
1	Pitt, Brad Date of Birth: October 9, 1983 7188887500 ereg.team+bradpitt@gmail.com	Science Appointment Number: 880115313 Test Date & Time: June 28, 2013 Paper Test Form: Not Assigned	No		Scheduled	Change Status
2	Pitt, Brad Date of Birth: October 9, 1983 7188887500 ereg.team+bradpitt@gmail.com	ELA-Reading Appointment Number: 458701213 Test Date & Time: June 27, 2013 Paper Test Form: Form C (English)	No		Scheduled	Change Status
3	Pitt, Brad Date of Birth: October 9, 1983 7188887500 ereg.team+bradpitt@gmail.com	ELA-Writing Appointment Number: 220445613 Test Date & Time: June 28, 2013 Paper Test Form: Form B (English)	No		Scheduled	Change Status

Results found:3 | Page: 1 of 1 | <<First <Previous 1 Next> Last>>

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Data Matching with the Agency's Management Information System

The ETS registration system collects key demographic and personally identifiable information, including, but not limited to, name, date of birth, Social Security Number, state-specific ID (if applicable), email address, and address. ETS will work with the Agency so that we capture key identifying candidate information stored in the Agency's management information system. We will include this information in the standard extract that we send daily to the State.

Subsection 4.4.14 – Technology Required for Computer Based Testing

Section 4, Subsection 4.4.14: *The Vendor should provide the technical specifications for their proposed approach to delivering CBT and any different requirements in correctional settings requiring off-line CBT. The Vendor should describe how they plan to provide technical readiness tools, utilities or processes for local testing centers to use in verifying the capacity of their technical infrastructure for conducting CBT that are compatible with the Vendor's test administration platform. The verification tools should allow the Agency to identify centers that do not have the appropriate technology to administer the test. Technical readiness tools should include but are not limited to: technical assistance manuals and annual updates of the manuals.*

Vendor Response:

In this section:

- Plan to Administer the *HiSET* in Correctional Facilities
- CBT Technical Readiness Tools, Utilities, or Processes for Local Testing Centers
 - ETS *HiSET*™ Program Minimum System Requirements for Computer-Based Testing (CBT)

Plan to Administer the HiSET in Correctional Facilities

We can administer the *HiSET* via PBT or CBT at correctional facilities. The CBT system includes a Local Server application that preloads encrypted test content onto a local testing center computer and provides the necessary software and test data to workstations connecting on the testing center's local network (LAN). This Local Server is the only machine to which a test workstation needs to connect during a testing session since it not only provides test content but also receives encrypted test responses from the connected

workstations, and forwards responses to the ETS data center, as long as Internet connectivity is available.

CBT Technical Readiness Tools, Utilities, or Processes for Local Testing Centers

ETS's Internet Based Testing System to Administer the CBT format of *HiSET*. The *HiSET* system-agnostic computer-based delivery platform is compatible with common PC hardware and software, and it does not typically require the purchase of any additional equipment in order to meet minimum requirements for online testing. We have implemented various techniques to establish a smooth and consistent testing experience across a wide range of hardware and operating system versions. We use multiple layers of data caching to insulate the test experience from disruption or delays due to slow, intermittent, or even lost Internet connectivity at a testing center.

ETS expects the computer-based administration of the *HiSET* to use the existing testing center infrastructure; if we administer any paper-based versions, this same assumption applies. Therefore, for the computer-based version of the *HiSET* there is no need to purchase new equipment if these existing testing centers currently administer a computer-based high school equivalency test.

Technology and Physical Space Requirements Needed by Testing Centers

Our computer-based delivery platform system can accommodate typical testing center technology limitations without compromising the testing experience. To minimize the effects of local bandwidth limitations, we have developed an efficient caching solution that reduces bandwidth demands and provides an uninterrupted testing experience, regardless of the testing center's Internet bandwidth capacity. In the following sections, we provide the technical readiness and verification processes, specifications, and requirements to administer the computer-based *HiSET*.

CBT Technical Readiness and Verification Tools

We have vast experience with the variability of local computing infrastructures, both domestically and in 120 countries, and we have developed a verification and certification process to confirm that a *HiSET* testing center is prepared for online test administrations. The process includes training and technical documentation to allow testing centers to determine their online testing suitability and capacity.

In addition to this verification process, the CBT system supplies a verification tool that administrators can run on each computer to execute and help ensure that it meets hardware and software requirements for online testing. For established testing centers, there is a readiness process within the administrative software, which provides a checklist for preparing a site for a test session, including the ability to launch "demo" tests that follow standard administrative procedures, but do not expose "real" test content. All these processes are designed for users with minimal technical expertise.

Through the verification process, we can identify the testing centers that need more personalized assistance. Once we identify deficiencies, we will work with those testing centers so they are ready for CBT administrations.

Recommended Physical Space Requirements between Computer Stations for Computer-based Testing

We have developed a policies, procedures, and practices manual for computer-based tests that we administer in testing centers. The following are standard computer-based testing guidelines that we recommend for testing centers regarding physical space requirements:

- ❖ If sites do not already use partitions to divide stations in order to restrict visibility between candidates, we recommend a separate distance of five feet from the center of one computer monitor screen to the center of an adjacent computer screen.
- ❖ In testing rooms where computer tables are at a 90-degree angle, test takers must not sit next to each other in the connecting corner, and there should be a five-foot minimum distance between test takers.
- ❖ At each test station, position the computer monitor, keyboard, and mouse properly for ease of use without strain.

Testing centers should have adequate space so that no test taker has a direct line of sight to another's workstation monitor or desk, including any paper material.

ETS HiSET™ Program Minimum System Requirements for Computer-Based Testing (CBT)

For more technical specifications detail, we provide a copy of the **ETS HiSET™ Program Minimum System Requirements for Computer-Based Testing (CBT)** document on the following pages. This document is also available on the *HiSET* informational website at http://hiset.ets.org/states_educators/faqs/.

ETS HiSET™ program minimum system requirements for computer-based testing (CBT)

A. Computer Requirements

Note: The tests can be administered via two machines (laptops or PCs), one administrative station, cache proxy or IAS local server and one testing station.

- **Administrative station:** Required for candidate check-in and other administrative tasks
- **Cache proxy (or IAS local server):** Required for storing test delivery information and temporary storage of candidate results
- **Testing stations:** Required for delivering tests (one testing station per candidate)

B. CBT Supported Operating Systems

- Microsoft Windows® XP (32-bit only)
- Microsoft Windows® Vista (32-bit and 64-bit)
- Microsoft Windows® 7 (32-bit and 64-bit)

The operating system should reside on and boot from the computer's local hard disk. Virtual machines and thin clients are not supported.

Note: Macintosh®/iMac® and Windows® 2000 are not supported.

C. CBT Supported Web Browser

Microsoft Internet Explorer® version 6, 7, 8 or 9

D. Local Area Network and Internet Connectivity

Cache proxy, administrative and testing station computers should reside on a Local Area Network (LAN) in the same subnet to allow communication between them without blocking of any port. In addition, they should be connected to the Internet via a broadband Internet connection such as DSL or better.

We strongly recommend using a separate device for LAN (switch) and Internet connectivity (router) instead of using an integrated device.

E. Specifications for Administrative and Testing Stations

- Minimum Processor: Pentium® IV (>1.5 GHz)
- Minimum RAM: 512 MB
- Free Disk Space: 150 MB



- Display Adapter: 1024x768 resolution, with 32-bit color depth/65,536 colors
- Display Monitor Aspect Ratio: Must support an aspect ratio of 4:3
- Display Monitor Screen Size:
 - CRT: 17-inch or higher
 - LCD: 15-inch or higher

F. Specifications for Cache Proxy (or IAS Local Server) Computers

Low-end CP for up to 20 candidates:

- Minimum Processor: Core 2 Duo with minimum (>2.65 GHz)
- Minimum Installed Memory: 2 GB
- Minimum RAM: 1 GB free memory
- Minimum Free Disk Space: 2 GB

Mid-level CP for up to 40 candidates:

- Minimum Processor: Core 2 Quad (>2.4 GHz)
- Minimum Installed Memory: 3 GB
- Minimum Free Memory: 1 GB free memory
- Minimum Free Disk Space: 2 GB

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Converting Existing PBT Sites to Handle CBT Delivery

In addition to technical support, we can provide ancillary assistance to the testing centers that need to be adapted to support CBT delivery. We plan to accomplish this by providing learning tools, transition tip sheets, and webinars/videos.

Costs associated with conversion to/from PBT or CBT delivery. We expect the PBT and CBT administration of the ETS *HiSET* to use existing state testing center infrastructure. Therefore, there is no new equipment for these testing centers to purchase if they currently administer the GED and meet the *HiSET* minimum system requirements for computer-based testing. ETS will not require any testing centers that currently deliver only the PBT version of the GED to convert to CBT delivery or vice versa. If any testing centers that currently deliver only the paper-based or computer-based versions of the GED are interested in adding PBT or CBT capabilities, ETS will work with the State and the testing centers to conduct a survey of the testing centers to determine what will be required to add PBT or CBT capabilities. ETS will not charge for the survey. Any testing center that chooses to add capabilities to provide CBT or PBT delivery would do so outside of the ETS contract with the State. The testing centers will be responsible for any costs associated with adding PBT or CBT capabilities, if they choose to do so.

Subsection 4.4.15 –Reporting

Section 4, Subsection 4.4.15: *The Vendor should describe the process to provide a plan and deliver an annual (January - December) progress report including student data and an annual fiscal (July 1-June 30) progress report. The Vendor should provide this report in an electronic format such as Excel. The Vendor should describe in detail what reports can be provided to the Agency and also include and describe in detail the formats to export data files to the Agency.*

Vendor Response:

In this section:

- Annual Progress Report Plan

Annual Progress Report Plan

Beginning in 2014, ETS will provide an annual summary report to the Agency that looks at the program on an annual basis using data fields prescribed by the Agency. ETS will provide the annual report by the last business day in January. The data will be cumulative for the length of the contract.

The following are examples of annual reporting categories that ETS provides for other large-scale assessment programs:

- ❖ overview of the assessment
- ❖ fees
- ❖ milestones
- ❖ customer service data
- ❖ candidate volume
- ❖ scoring and reporting
- ❖ passing rates

We will deliver this report each fiscal year along with the final invoice for the relevant contract year and will include a summary of *HiSET* program activities. Information provided will be cumulative to include tasks from each year of the contract. We will document issues encountered on the program, including the dates of contact, options for solutions, Agency approval of selected solution, and implementation of the resolution. The information from this progress report can inform risk assessment, timelines, deliverables, and other important project management tools each year. We will work with Agency representatives to determine the optimal content for this report.

Subsection 4.4.16 – Transitions

Section 4, Subsection 4.4.16: *As part of this project, the state seeks to be in contract with a Vendor that will directly and fully participate in the transfer of the all student data and testing information to the state at the conclusion of the contract (either through the successful completion of the contract period or through termination). Successful transition should include, but not be limited to, demographic information, all student data and testing information. All student data and test information, testing center details, personnel forms and approval process, accommodating tracking and ordering in all forms developed for and used in conjunction with this project shall remain the property of WVDE in all phases of the transition. All deliverables become property of the WVDE in an electronic, editable form (e.g., Stamped CD with all student data and testing information).*

The Vendor should provide a detailed schedule for the transition of tasks and events and a timeline for the transition of materials and procedures. The process should allow an effective and seamless transition between Vendors annually and at the end of this contract. The Vendor should include a list of all computer programs and software tools necessary to allow an end user to read and export any data provided by the Vendor under this contract.

The Vendor's proposal should describe in detail the process of transferring test results, student data, candidate demographic data, and reports.

Vendor Response:

In this section:

- Transition Plan
- Transition Materials and Data (Agency Property) to the Next Successive Vendor
- List of Programs and Software for the Next Vendor
- Transition Schedule

Transitions in testing programs can be challenging. At the same time, transitions provide opportunities for new insights and program enhancements. The critical steps for avoiding problems during transition are in planning, program-management practices, and thorough communications between ETS and Agency staff.

Transition Plan

We recognize that our role in the West Virginia high school equivalency assessment program may end at some point in the future. We will fully embrace the role of supporting Agency's efforts — including establishing timely and effective delivery of materials created specifically for the Agency at the close of the contract. We are committed to the complete and timely transfer of Agency materials to the Agency and/or a new contractor upon completion of this West Virginia contract.

Agency materials will include:

- ❖ West Virginia high school equivalency assessment program-specific training materials
- ❖ West Virginia high school equivalency assessment program test taker score data

- ❖ West Virginia high school equivalency assessment program test taker data and test information, testing center details, personnel forms and approval process, accommodating tracking (if any) and ordering in all forms developed for and used in conjunction with this project
 - The West Virginia test taker data will remain the property of the Agency and will be transferred to the Agency during transition.
- ❖ West Virginia high school equivalency assessment program and Project Management documentation (including meeting minutes)
- ❖ West Virginia high school equivalency assessment program customer service center records
- ❖ materials developed specifically for the West Virginia high school equivalency assessment program
- ❖ non-proprietary information reasonably useful to and requested by the Agency in developing a request for proposal for a successive vendor

We have completed successful transitions in the past by putting clients' needs first. Transitions impact many stakeholders and thus require planning, execution, and communication. A well-informed understanding of the requirements, priorities, and timelines has enabled ETS to establish trust, credibility, and confidence in proceeding in an organized and systematic manner during transitions. Many educational assessment contractors work together on development and implementation of state assessment programs, including the transition of a program from one contractor to another. In many cases, lines of communication are already established and maintained. We have extensive experience in working with our state and national clients to provide smooth and seamless transitions. ETS will provide the resources necessary for a timely and complete transition. We stand ready to work closely with the Agency to make each aspect of the transition to the West Virginia high school equivalency assessment program as smooth, error-free, and efficient as possible.

Transition meeting. During December of the year the contract concludes, ETS will host a transition meeting to plan for the transition of the contract. In collaboration with Agency staff, ETS will develop a schedule with tasks necessary to successfully pass all the aforementioned information as property of the Agency to the Agency or a designated vendor. We will determine the format and means of transfer of program materials and data with the Agency in a manner that facilitates that another vendor can use it and that all test taker test and personal information is not improperly disclosed. We will provide documentation of program activities, meetings, and decisions to assist with a seamless transition of the program.

Transition Materials and Data (Agency Property) to the Next Successive Vendor

To the extent applicable, we propose to deliver Agency materials at the end of the contract term using the following guiding principles for transition:

- ❖ We will transfer all deliverables to the Agency in an electronic, editable form as mutually agreed upon.

- ❖ We will transfer Agency materials via protocols utilizing security features — FTP with password protection and data encryption for electronic data and tracked shipments for hard copy (if necessary).
- ❖ We will transfer Agency materials between ETS and the Agency. Should the Agency request delivery to a third party, we will establish shared folders in an FTP environment so that the Agency can monitor Agency materials that we provide to the designated third party.

List of Programs and Software for the Next Vendor

Any data, program management, or communication software that we use can be easily replaced by similar software for data, project schedules, document sharing, etc. As a result, the next vendor would not need specific programs or software to transition the West Virginia high school equivalency assessment program from ETS.

Transferring test results, student data, candidate demographic data, and reports. We will transmit encrypted scored results and test taker demographic data daily to the Agency in a standard XML format to provide information on daily test takers and their results via a password-protected login, file transfer protocol (FTP) site. The daily feed to the Agency would include results for the test takers who have completed scoring that day. The result feed will include all of their scores to date, as well as their profile and background information collected by ETS during registration and testing times. We will also post test results to the *HiSET* portal, which state-approved testing centers and test takers can view by secure login.

Transition Schedule

The following is an excerpt from the full implementation schedule detailing the transition tasks and events, and a timeline for the transition of materials and procedures. We provide a full proposed implementation schedule in the **Appendix**.

Figure 4.4.16-1: Transition schedule.

TASK	TASK CATEGORY	ACTIVITY	DELIVERABLE	RESPONSIBLE PARTY	DUE DATE FOR OCTOBER 1 Contract Award
109	End of Contract Transition	End of Contract Transition (either through the successful completion of the contract period or through termination).	<p>ETS will participate in the transfer of all student data and testing information to the State at the conclusion of the contract. Approved State personnel will have continuous access to all student data and testing information via the secure web-based portal from Contract start to end or through termination.</p> <p><i>The ETS protocol for transition will be the same as outlined in implementation plan under Task Categories 8 and 9; 97-100.</i></p>	ETS/State	December 31, 2014

Subsection 4.4.17 –Purchasing of Test

Section 4, Subsection 4.4.17: *The Vendor should describe in detail how their solution will allow for the local agencies (LEA) to purchase the tests directly from the Vendor (at the cost agreed upon in the RFP). This should include a timeline from the submission of a purchase order to receiving of the test (PBT and CBT).*

The Vendor is to describe how LEA's should place initial purchase order that will guarantee that PBT should arrive at the test centers before December 15, 2013.

Vendor Response:

In this section:

- Ordering *HiSET* Materials
- Test Materials Ordering Schedule

Ordering HiSET Materials

The local agencies (LEAs) will place their orders for materials directly using the *HiSET* portal. We do not charge LEAs for materials and, therefore, this is not a purchase. A purchase order will not be needed for LEAs to order the materials.

Access to the *HiSET* portal. The LEA can access the *HiSET* portal after the Agency approves the testing site for *HiSET* administration. The *HiSET* program will work with the LEAs to create a secure login account to the *HiSET* portal for material ordering. The material ordering will be available in the *HiSET* portal beginning November 1, 2014. The *HiSET* program uses UPS for shipping; UPS provides expedited and trackable delivery of the test materials once the LEA places the order.

Test Materials Ordering Schedule

In order for testing centers to receive test materials by December 15, 2013, the Agency must approve the testing center and the LEA must complete *HiSET* administration training first. Promptly after completing training, the LEAs can order materials; we will ship them and they will arrive within approximately five business days.

The following is an excerpt from the full implementation schedule, detailing the test materials ordering tasks and a timeline for the related tasks. We provide a full proposed implementation schedule in the **Appendix**.

Figure 4.4.17-1: Test Materials Ordering Schedule.

TASK	TASK CATEGORY	ACTIVITY	DELIVERABLE	RESPONSIBLE PARTY	DUE DATE FOR OCTOBER 1 Contract Award
35	Training	Conduct Chief Examiner and Supervisor training.	ETS delivers chief examiner and supervisor training.	ETS/State	October/early November
71	Test Materials Ordering	Order test materials.	State/testing site order test materials via the portal. HiSET test materials are provided at no cost to State.	State/Testing Site	Return of the Center Master Form and completion of profile set up required before materials ordering can start.
72	Test Materials Tracking	Provide a web-based portal where approved State personnel can order HiSET testing materials.	ETS deliver a web-based portal where approved State personnel will place test material orders.	State/Testing Site	November
73	Test Materials Shipping	Ship the secure paper-based test materials and include the pre-printed return labels and packets.	ETS will ship the secure paper-based test materials and include the pre-printed return labels and packets.	ETS	November Start is dependent on Profile set up completion.

Subsection 4.4.18 –Invoices and Payments

Section 4, Subsection 4.4.18: *The Vendor should describe invoicing on a quarterly basis that should include but not limited to: itemization by date, test center and only actual test administrations, with no charge for no-shows. The Vendor should have the ability to accept electronic deposits.*

Vendor Response:

In this section:

- Invoices
- Payments

Invoices. ETS's integrated system of accounting for payments, refunds, and test taker testing status allows us to provide a variety of financial reports. We can, therefore, provide a quarterly invoice of itemized transactions by date, testing center and tests administered and scored, including those cases where the test results in a "non-scorable" determination.

ETS will submit invoices on an ETS descriptive business invoice form quarterly. The invoices will be numbered using a unique invoice number with each invoice submitted. The records of fees and charges will include the test taker identifications (IDs) associated with each fee or charge. This data will be available to designated Agency staff through the password-protected File Transfer Protocol (FTP) site, which we will maintain throughout the duration of the contract to support the Agency's audits.

Importantly, ETS verifies adherence to generally accepted accounting principles (GAAP) through full annual financial audits performed by a highly regarded and well-known international auditing firm.

Payments. ETS understands and agrees the State of West Virginia reserves the right to make contract payments through electronic funds transfer (EFT). ETS accepts payments electronically. In addition, ETS accepts payments using purchasing cards issued by a major card clearing company, such as MasterCard® or Visa®.

Help candidates prepare for the new *HiSET*™ assessment

The HiSET™ high school equivalency test from ETS measures students in the same content areas as the GED® test, so your candidates can prepare very effectively using the existing GED® 2002 series study guides, described below. These study guides emphasize the importance of being able to read and process information, solve problems and communicate effectively. Candidates review content and process skills across all subject areas that are consistent with the HiSET assessment in the level of difficulty, the types of stimulus presented and the types of questions asked.

Provide test takers with the tools they need to succeed

The list below includes GED® preparation materials that candidates can use to prepare for the HiSET assessment, but other study guides may also be available:

Steck-Vaughn Complete GED Preparation, Steck-Vaughn, an imprint of Houghton Mifflin Harcourt Supplemental Publishers Inc, 2009.

McGraw-Hill's GED, The McGraw-Hill Companies, Inc., USA, 2005.

Contemporary's Complete GED, The McGraw-Hill Companies, Inc., USA, McGraw-Hill Wright Group, 2002.

McGraw-Hill TABE Test of Adult Basic Education: The First Step to Lifelong Success, P. Dutwin, C. Altreuter and K. Guglielmi, The McGraw-Hill Companies, Inc., 2003.

Language Arts. These GED® study materials can maximize readiness for individuals taking the HiSET Language Arts – Reading and Writing tests by providing opportunities to further their understanding, comprehension, interpretation and analysis of a variety of reading materials. The GED® complete study program includes a comprehensive overview of the types of reading materials found on the HiSET assessment.

The study materials also provide an in-depth summary of process skills and the passage-based format of test items presented in these study materials aligns with the overall format of the HiSET assessment. Numerous examples of both literary and informational texts are provided and the selections are presented in multiple genres on subject matter that varies in purpose and style.

The GED® selections also take the form of memoirs, essays, biographical sketches, editorials or poetry, consistent with HiSET Language Arts – Reading test. These materials also provide opportunities for candidates to better understand the structure of language through its organization, diction and clarity, sentence structure, usage, and mechanics.

Science. The GED® study programs include a comprehensive overview of science content and the components of scientific inquiry. Reviewing key ideas in physical, chemical, and earth and space science will help prepare the test taker for content-related items seen on the HiSET assessment. Also provided is an in-depth summary of science process skills such as assessing the adequacy of facts, interpreting data, applying ideas in new contexts and distinguishing conclusions from supporting details. The passage-based format of test items presented in the GED® study materials aligns with the overall format of the HiSET assessment.

Social Studies. The GED® guides cover the essential content areas of American history, world history, civics and government, geography and economics that are covered on the HiSET Social Studies test. In addition, and probably more important to test takers, they review the essential processing and critical thinking skills that are tested throughout the HiSET assessment including recognizing main ideas and supporting statements, assessing the adequacy of supporting data, drawing conclusions, recognizing implications, interpreting social studies materials such as graphs, maps, tables and cartoons, recognizing bias, and differentiating between fact and opinion. Both the format and content of the GED® study materials align very closely with the HiSET Social Studies test.

Mathematics. The GED® study materials emphasize the need to solve quantitative problems using fundamental concepts and reasoning skills. Consistent with the HiSET assessment, the practice questions and preparation materials present practical problems that require numerical operations, measurement, estimation, data

interpretation and logical thinking. Problems are based on realistic situations and test abstract concepts such as algebraic patterns, precision in measurement and probability. The study guides appear to be consistent in difficulty level with items found on the HiSET assessment.

How the HiSET assessment aligns with GED® study materials

As shown in the chart below, all subjects and domains covered in the GED® study materials are included in the HiSET assessment with the exception of Drama.

GED® Preparation Materials		HiSET Assessment
Subject	Domain	Domain coverage?
Mathematics	Algebra	Yes
Mathematics	Data Analysis	Yes
Mathematics	Decimal Numbers and Operations	Yes
Mathematics	Decimals	Yes
Mathematics	Fractions and Operations	Yes
Mathematics	Fractions and Percents	Yes
Mathematics	Geometry	Yes
Mathematics	Measurement	Yes
Mathematics	Measurement and Analysis	Yes
Mathematics	Number Relationships	Yes
Mathematics	Number Sense	Yes
Mathematics	Numbers and Operations	Yes
Mathematics	Percents	Yes
Mathematics	Probability	Yes
Mathematics	Statistics and Data Analysis	Yes
Mathematics	Whole Numbers and Operations	Yes
Reading	Drama	No *
Reading	Fiction	Yes

GED® Preparation Materials		HiSET Assessment
Subject	Domain	Domain coverage?
Reading	Informational Text	Yes
Reading	Nonfiction	Yes
Reading	Poetry	Yes
Essay	Preparing for the GED® Essay	Yes; a direct writing task
Science	Earth and Space Science	Yes
Science	Life Science	Yes
Science	Physical Science	Yes
Science	Physical Science—Chemistry	Yes
Science	Physical Science—Physics	Yes
Social Studies	Civics and Government	Yes
Social Studies	Economics	Yes
Social Studies	Geography	Yes
Social Studies	U.S. History	Yes
Social Studies	World History	Yes
Writing	English Usage	Yes; a direct writing task
Writing	Mechanics	Yes
Writing	Organization	Yes
Writing	Sentence Structure	Yes
Writing	Spelling	Yes
Writing	Usage	Yes

* ... Contemporary adult education standards, such as the Office of Vocational and Adult Education's College and Career Readiness Standards for Adult Education, understanding or interpreting plays is not emphasized in any particular standard to the exclusion of any other type of literary work. To ensure examinees have adequate opportunity to demonstrate their understanding of fiction, literary nonfiction, poetry, and informational text in the testing time allotted, excerpts from plays are not included among the possible materials examinees may encounter.

For more information,
Visit: **hiset.ets.org**
Email: **hiset@ets.org**
Phone Toll-Free: **1-855-MyHiSET**
(1-855-694-4738)

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Educational Testing Service Résumés

Educational Testing Service Résumés

AMY RIKER

HiSET Program Director

PROFESSIONAL EXPERIENCE

Educational Testing Service, Princeton, NJ

2006 – Present

February 2013 – Present

Director, High School Equivalency Testing Program. Accountable for the end-to-end operations of the new ETS *HiSET* Program and for the quality and timeliness of program deliverables such as score reports and test administrations.

Responsible for managing the entire dual-mode (online and paper) program as well as coordinating the transition of *HiSET* from a Phase 1 product, essentially similar to traditional tests in its genre, to a Phase 2 product, built with technology enhancements and measuring Common Core State Standards.

- Creating the strongest brand in the high school equivalency testing market, in terms of professional recognition and market acceptance
- Reaching and maintaining the highest level of customer satisfaction
- Working to exceed the financial models approved for launching the *HiSET* project
- Presents regionally on ETS's *HiSET*, meeting with key decision makers to gain state adoption of the new program

August 2012 – Present

Director, Student and Teacher Assessments. Responsible for new business development for states, districts, consortia, agencies, and organizations. Representing and advocating for ETS with state assessment directors and their staffs, teacher licensing commissions and others who can influence a decision on state contracts.

- Develops positive competitive relationship with other assessment-service providers and established preferred partnerships for components of assessment programs that ETS does not provide
- Provides direction on positioning of Student and Teacher Assessments and ETS in comparison and contrast with competitors
- Presents regionally on ETS's High School Equivalency Test, meeting with key decision makers to gain state adoption of the new program

January 2011 – August 2012

Client Manager. Establish new and grow existing relationships with states and national organizations. Manage teacher licensure e-portfolio programs, end-to-end, development through operations. Support coordination and communication across the ETS matrix. Multi- project budgeting.

AMY RIKER**Page 2 of 5**

- Successful collaboration with ETS partners, vendors, and clients on multiple programs resulting in strengthening our reputation and multiple contract awards
- Played integral role in development and release of Teacher Leader Model Standards: www.teacherleaderstandards.org
- Led work with consultant in producing research report on online teacher certification
- Established an ETS presence in one new state for educator assessment
- Assisted in developing strategic plans for work in non-ETS states
- Assisted in development and transition to operate/maintain the first e-portfolio high stakes professional licensure program
- Reduced scorer training costs by 45% saving ETS \$65K per scoring session
- Served as the Assistant Scoring Director for ProTeach Portfolio; e-portfolio licensure
- Multiple SPOT award recipient 2011

December 2008 – January 2011

Senior Product Administrator. Coordinated the end-to-end product management and delivery of performance based assessments. Coordinated the development of project schedules and communication plans. Support coordination and communication across the ETS matrix. Multi project budgeting.

- Assisted in development of process improvement for responding to RFP's resulting in significant time/financial savings
- Assisted in design and delivery of an innovative pilot process including training, scoring, and benchmarking from paper based to computer based
- Applied organizational skills to various key processes reducing the process time and saving costs by avoiding duplication of efforts cross divisionally
- Successful collaboration with ETS partners, vendors, and clients on multiple programs resulting in strengthening our reputation and multiple contract awards
- Presidential Award recipient 2009
- SPOT Award recipient 2010

October 2006 – December 2008

Product Administrator. Coordinated the end-to-end process for all paper-based test administrations for the National Board Program. Responsibilities include creation of Bills of Materials for production and order fulfillment,

AMY RIKER**Page 3 of 5**

delivery of alternate-format testing, and coordination of the various FCE's involved in paper-based test administrations.

- Developed electronic process for submitting rosters and paperwork to test centers that resulted in a cost saving of thousands per test cycle and numerous quality and efficiency gains.
- Completed end to end documentation of all processes for my position and FCE's.
- Active member of the Inventory Discussion Team, a cross program team that meets regularly with directors from our FCE departments, developing and improving processes and documenting our success for other's to access.

January 2006 – October 2006

Program Administrator. Provided financial planning support and tracked expenses for all programs within the Higher Education Division. Responsibilities included creating monthly financial and SLA reports; processing, tracking and investigating payments; drafting cost estimates; reviewing travel expenses; entering and approving purchase requisitions; and providing People soft support to staff.

- Promoted after 10 months.
- Spot award for coordination and delivery of a pilot administration for the Texas program.

Endodontics Limited Langhorne, PA**2001 – 2005**

Assistant Office Coordinator and Endodontic Assistant. Managed office operations, reception staff, and finances for a busy endodontic office. Staff management responsibilities included training, scheduling and evaluating reception staff, as well as organizing staff meetings. Billing and finance responsibilities included billing clients and insurance companies, managing collection process, obtaining financing for qualifying patients, and creating daily financial and referral reports. Other responsibilities included managing the supply inventory, maintaining records with chart notations, prescriptions and post-operation instructions and assisting doctor with Endodontic procedures.

- Reduced spending thru negotiation with vendors.
- Increased reimbursements from insurance companies for services rendered.

Ortho One/Endo One Medford, NJ**1999 – 2001**

Regional Office Manager and Head Orthodontic Assistant. As the regional office manager, managed office operations for 5 Orthodontic offices and 3 Endodontic offices. Responsibilities included hiring and training all new employees, negotiating insurance reimbursement schedules, completing and

AMY RIKER**Page 4 of 5**

submitting insurance claims, scheduling patients for 8 offices, updating and maintaining patient records and assisting in check-ups and procedures.
Achieved Manager of the Year in 2000.

EDUCATION

Masters of Arts in Education/Adult Education and Training, 2010-2012
University of Phoenix

Bachelor of Science/Business Management, 2006-2010, University of Phoenix

CERTIFICATES

Online Teaching Certificate, 2011, Sloan Consortium

Mini MBA Program certificate, 2010, Rutgers University

Business Analysis Program certificate, 2010, Rutgers University

Mastering the Team Sale: Pursuit Team Briefing Session, 2010, Top Line Impact

Project Management Program Certificate, 2010, Northeastern University

Certified Dental Assistant and PA Dental Radiology License, 1999,
Delaware Valley Academy Philadelphia, PA

Small Business Management, 1995-1997, Bucks County Community College
Newtown, PA

COMPUTER SKILLS

Microsoft Office Suite
Peoplesoft
Salesforce
Adobe Professional
MS Project
LiveText

Elluminate
Web-Ex, Live Meeting, Lynx
TaskStream
Project Mapping-Visio
Moodle

ADDITIONAL EXPERIENCE

2011–Present: **Virtual Mentor**

Career and Technology Education Middle and High School

Mentor and tutoring assistance for middle and high school students in virtual (cyber school) programs.

AMY RIKER

Page 5 of 5

2011–2012: GED Mentor

Adult students and out-of-school youth.

Mentor and tutoring assistance for at-risk youth with a criminal history and adults needing to pass a high school equivalency test for employment or to further their education.

2009–Present: Virtual Mentor

Business Management and Business Administration Undergraduate Students

Mentor and tutoring assistance for undergraduate students in virtual BS/BM and BS/BA programs.

TINA C. HAWKINS

***HiSET* CPMO Project Manager**

PROFESSIONAL EXPERIENCE

Educational Testing Service, Princeton, NJ

August 2000 – Present

- 2012 – Present **Project Manager, CPMO.** Responsible for the definition of the project scope, goals and deliverables for the High School Equivalency Test (*HiSET*). Highly effective leading cross-functional teams to develop business and functional requirements for the new *HiSET* Portal. Understand when to implement and manage project changes and interventions to achieve project outputs as demonstrated in the recent delivery of the new Test at a Glance and sample items. Served as Project Manager on a multi-year College Board initiative project to implement design changes to select Advanced Placement exam titles. Skilled at maintaining effective, collaborative relationships with all project stakeholders in a highly specialized, matrix organization. Ensure all project schedules adhere to Corporate Project Management Office best practices. Develop and manage risk and issue logs. Perform After-Action Reviews of key project phases and activities to identify opportunities for improvement. Implement document and change control procedures for key project documentation. Develop and manage project budget.
- 2010 – 2012 **Project Administrator.** Responsible for working with Senior Project Management and maintaining project management procedures. Help develop and maintain 10 project plans including schedules, risks, and communications. Successfully launched three new Advanced Placement Test titles in May 2012. Strong background in facilitation of Client meetings, managing the project budget, development and implementation of processes for Change Management.
- 2008 – 2010 **Project Planner.** Responsible for the development of requirements and specifications for Advanced Placement and NBPTS RFPs and contracts. Responsible for the development and change management process for the AP Course and Exam project with a budget of 5 MIL. Responsible for NBPTS scoring sites budget of 2.5 MIL. Responsible for reconciliation of Advanced Placement scoring site expenses of 12 MIL. Responsible for reconciliation of all NBPTS travel and site expenses. Successfully managed all aspects of NBPTS scoring site agreements with ETS Supplier Management Department. Development and maintenance of SOPs. Responsible for the successful delivery of the Advanced Placement operational reading site deliverables. Management of clients and external suppliers on the AP and NBPTS projects. Project lead for all NBPTS Scoring Sites and Training Event.
- 2004 – 2008 **Process Coordinator.** Responsible for the coordination of all NBPTS site logistics, travel, and budget tracking and reconciliation. Managed scoring site requirements and specifications for 6 AP and 25 NBPTS scoring facilities. Developed NBPTS and AP conference specifications for training events.

TINA HAWKINS**Page 2 of 2**

- Oversaw the creation of the travel web page for NBPTS program. Strong knowledge of ETS travel processes
- 2002 – 2004 **Staff Associate I.** Responsible for the coordination of all NBPTS site logistics, travel, and budget tracking and reconciliation. Managed scoring site requirements and specifications for 25 NBPTS scoring facilities. Provided daily support and coverage for NBPTS scoring operations phone line. Provided administrative support for two NBPTS Business Directors.
- 2000 – 2002 **Staff Assistant II.** Provided first level support for incoming Help Desk calls for Technical Services Group in the Teaching and Learning Division. Handled telephone inquiries from customers and site supervisors. Responsible for computer and equipment inventory.

Monday Morning Management, Princeton, NJ**1998 – 2000****Educational Testing Service, Princeton, NJ****1996 – 1997****Customer Service Specialist****H.I. Rib & Co.****1996 – 1997**

Assistant Manager. Management of 15+ staff. Prepared weekly work schedule for staff. Produced inventory and budget reports. Responsible for daily cash reconciliation.

Cala's Italian Restaurant**1988 – 1996**

Manager. Responsible for the front and back end management. Oversaw installation and training on the new point of sales system. Financial.

EDUCATION

A.A.S. in Business Administration and Hotel, Restaurant and Institution Management
Mercer County Community College, 1988/1996

Project Management Training:

Essentials of Project Management, Northeastern University at ETS, 2008

MS Project II, Mercer County Community College, 2008

MS Project I, Mercer County Community College, 2005

Toastmasters International – 2012

RECOGNITION

ETS Spot Award Recipient, 2012, 2011, 2010, 2009 & 2008

ETS Presidential Award Recipient, 2007

JASON ANTHONY CARTER

***HiSET* Director**

EXPERIENCE

Educational Testing Service, Princeton, NJ

2011 – Present

May 2013 – Present

Director, High School Equivalence Test (*HiSET*) program. Accountable for the end-to-end operations of the new ETS High School Equivalence Test Program and for the quality and timeliness of program deliverables such as score reports and test administrations.

Responsible for managing the entire dual-mode (online and paper) program as well as coordinating the transition of *HiSET* from a Phase 1 product, essentially similar to traditional tests in its genre, to a Phase 2 product, built with technology enhancements and measuring Common Core State Standards.

- Creating the strongest brand in the high school equivalency testing market, in terms of professional recognition and market acceptance
- Reaching and maintaining the highest level of customer satisfaction
- Working to exceed the financial models approved for launching the HSET project
- Presents regionally on ETS's HSET, meeting with key decision makers to gain state adoption of the new program

2011 – May 2013 Director of Enterprise Growth/New Product Development

- Responsible for identifying, evaluating and recommending opportunities to grow the business via mergers & acquisitions, licensing agreements, partnerships, joint ventures, divestitures and internal product development
- Developed business case and co-lead for ETS *HiSET* (high school equivalency test) to launch in January 2014
- Relationship manager and key team member for the acquisition of LikeLive, LLC, a platform for video-interviewing applicants to colleges, universities and companies
- Work closely with ETS's Higher Education division and on ETS's strategy for growing business in India

MDM Equity Partners, Bala Cynwyd, PA

2010

Private Equity Associate

- Built three cash-flow and revenue-based valuation models in the healthcare space
- Performed due diligence and financial analysis for five buy-side healthcare transactions

JASON CARTER**Page 2 of 3**

- Wrote deal summaries based on primary and secondary research on hospital locations, specificity and technical expertise and provided recommendations to partners on possible acquisitions, based on a strategic and financial review of positioning

JP Morgan Chase & Co.**2006 – 2009**

- 2006 – 2009 **Internal Consulting Services Analyst.** Selected to participate in two-year, rotation-based, management development program for high potential undergraduate hires.
- 2007 – 2009 **Commercial Bank - Field Exam Analyst**
- Built asset-based valuation models, proposed recommendations, and analyzed collateral. Authored 56 collateral reviews that were used by originators and underwriters to make lending decisions
 - Managed the process of scoping, planning and execution of field exams with internal and external stakeholders
- 2007 **Chase Card Services - Campaign Manager Associate**
- Managed five marketing campaigns with the goal of acquiring new credit card customers for the Disney Brand
 - Documented and improved the process for revising the Chase Card Services website
- 2006 **Investment Bank - Derivative Confirmations**
- Implemented a new, fully automated Interest Rate Derivatives system that shortened the confirmation process by 33%
 - Confirmed \$37 billion USD new, swap and swaption trades (157 total) across seven different currencies

EDUCATION

MBA, Double Major in Entrepreneurial & Strategic Management, 2009-2011
The Wharton School, University Of Pennsylvania, Philadelphia, PA

- Recipient of the Adele & Leonard Block Fellowship for academic and professional accomplishments
- President of the African-American MBA Association & Content Director for the 36th Annual Whitney M. Young Conference
- Private Equity & Venture Capital Club, Finance Club, Men's Rugby Football Club & Student Life Advisory Board
- Winner by KO (heavyweight division) in UPenn's 2010 "Philly Fight Night", which raised \$65,000 for the Boys & Girls Club

JASON CARTER**Page 3 of 3**

B.S. in Business Administration, 2001-2005
Double Major in Finance & Management; Minor in Studio Art
Georgetown University, Washington, DC

- Recipient of the Winsor and Mary Jane Simmons Scholarship for excellence in academics and athletics
- Four year letterman on the Georgetown Varsity Football Team & Recipient of the Jeremiah Minihan Coaches Award

ORGANIZATIONS

Interviewer for the Georgetown Alumni Admissions Program, 2011 – present
Co-founder of the Georgetown University Football Mentor Program, 2009 – present
Big Brother for Big Brothers Big Sisters of New York City, 2007 – 2009
Secretary for the INROADS Central New Jersey Alumni Association, 2008 – 2009
LEAD Summer Business Institute – Northwestern University – 2000

GLORIA THOMAS

***HiSET* Product Administrator**

PROFESSIONAL EXPERIENCE

Educational Testing Service, Ewing, NJ

1989 – Present**2002 – Present Process Coordinator**

- Assist in supporting a multiple ETS Brand Programs GRE, *Praxis*, and TOEFL
- Analyze call center trends, including call volumes: call patterns, staff productivity, attrition rate, and resource allocation.
- Reports analysis results that forecast call arrival, staffing & scheduling needs
- Produce and maintain schedules for approximately 300 customer service representatives yearly
- Reasonable for maintaining and updates for three databases that store hundreds of personnel data
- Develop, recommend and implement new program procedures & practices in response to office, project and program problems.
- Company recognition for cost savings of 94K for Praxis Program in (2009)

1989 – 2002 Team Leader/Senior Customer Service Representative

- Provided prompt and courteous customer service handing a variety of complex, highly sensitive calls and correspondence while exhibiting a professional image.
- Managed and provide training for 15 employees
- Coordinated AP and PSAT handling Irregularity and missing test material cases.
- Reviewed and deciphered approximately 4000 Irregularity Reports yearly
- Escalated cases from AP and PSAT to Test Security
- Acted as a liaison between Test Center Coordinator and Test Security Department
- Maintained working knowledge of AP and PSAT
- Generated reports for monitoring shipping & tracking functionalities.
- Handled 90 percent of request for AP and PSAT students requiring special accommodations
- Assisted disabled students with ordering special publication formats such as large print & braille.

GLORIA THOMAS

Page 2 of 2

EDUCATION

Bachelor of Science in Business (with concentration in Management)

University of Phoenix, 2012

Accounting Certification – Cittone Institute, 1995

Phlebotomy & EKG Certification – Star Technical Institute, 1993

SKILLS

- Motivated, articulated Customer Service/Administrative Professional with over 15 years of increasingly responsible decision-making experience.
- Productive team member and leader dedicated to quality, creativity and integrity.
- Strong management and scheduling aptitude & ability to quickly learn new systems and procedures, self-motivated and flexible.
- Proficient computers skills: Main-Frame, Microsoft Word, Excel, Power Point ,VISCO, Data Entry, FIELDGLASS, e-Workforce Management (Aspect)

JERRY DeLUCA

Director, Business Development & Outreach

EXPERIENCE

Educational Testing Service

1998 – Present**2013 – Present****Strategic Advisor / Director, Business Development and Outreach,
Student and Teacher Assessment**

- Support and ensure high-quality relationships within assigned state with educational stakeholders across student assessment, teacher licensure, and higher education ETS product lines to ensure client satisfaction.
- Work with ETS Government Relations staff to develop strategic plans to monitor new contract implementation in student and teacher assessment ensuring for a smooth transition.
- Develop positive competitive relationships with other assessment-service providers, establishing preferred partnerships for components of assessment programs that ETS does not provide.
- Establish and manage pursuit teams for targeted contracts to ensure client needs are met.
- Plan, create, influence, lead and deliver presentations for programs that support both K-12 and teacher licensure assessments ETS staff.
- Attend and participate in conferences and exhibits on the national level and coordinate presentations, forums and demonstrations.

2004 – 2013**National Director, Client Services** for Teacher Quality Programs. Teaching and Learning Division, Advanced Certification.**2001 – 2004****Director**, National Board for Professional Teaching Standards**2000 – 2001****Director of Development**, National Board Assessments**1998 – 2000****Science Developer**

Tucker County Board of Education

1977 – 1998**Science Teacher and Department Chair**, Tucker County area elementary, middle and high schools.

EDUCATION

Master of Science, 1981
California University of Pennsylvania

JERRY DeLUCA**Page 2 of 3**

Bachelor of Science in Education, Major: Earth Science, 1976
California University of Pennsylvania

West Virginia Department of Education, 1980
Additional Endorsement in Physical Science

45 additional hours past Master's Degree in Science, Mathematics and Education:
California University of Pennsylvania
West Virginia University
Davis & Elkins College
Alderson Broaddus College
Salem College
Glenville State College

AWARDS

1992 Milken Family Foundation National Educator Award
1991 Ashland Oil Teach Achievement Award
1991 GTE GIFT Fellow
1991 Kraft General Foods Environmental Educator
1991 Tucker County Chamber of Commerce Educator of the Year
1990 Presidential Award for Excellence in Science and Mathematics Teaching
1990 Geological Society of America Award for Excellence in Earth Science Teaching
1990 Tucker County Teach of the Year
1990 State Finalist for West Virginia Teach of the Year
1990 Tucker County Board of Education Distinguished Educator Award
1990 Society of Sigma Xi, West Virginia University Chapter's Outstanding High School Science Teach Award

COMMITTEE AFFILIATIONS

Governor's Advisory Council (WV), Senate Bill 300
Governor's Task Force on School Facilities Evaluation (WV)
Governor's Education First Panel (WV)
AEL Math/Science Consortium State Steering Committee (WV representative)
Tucker County High School Local School Improvement Team
West Virginia Math Science Coalition
West Virginia Education Association State Legislative Committee
West Virginia Education Association Budget Committee
AEL Math/Science Consortium Regional Board

JERRY DeLUCA**Page 3 of 3****LEADERSHIP**

Member, Board of Directors, National Board for Professional Teaching Standards
Co-Principal Investigator, Project CATS – A National Science Foundation Teacher Enhancement Grant (five-year, \$4.1 million) to the State of West Virginia for statewide systemic science reform
Past President, West Virginia Science Teachers Association, 1993-1996
President-Elect, West Virginia Science Teachers Association, 1991-1992
Cadre Member, West Virginia Science Curriculum Framework
Distinguished Educator and Presenter, National Science Foundation Grant “Earth Science for West Virginia in the 21st Century:
Chair, West Virginia Education Association State Legislative Committee, 1988-1996
Member, West Virginia Education Association State Budget Committee, 1985-1988
Member, WV State Steering Committee for High School Laboratory Safety, 1989
President, Tucker Count High School Science Department, 1989
Chair, Tucker County High School Science Department, 1981-1998
President, Tucker County Education Association, 1985-1988
Vice President, Tucker County Education Association, 1980-1985

PUBLICATIONS

1991, Contributing Editor, “Solid Thinking About Solid Waste, an Environmental Curriculum for Grades Seven to Nine,” Kraft General Foods Environmental Institute
1994, Author, “Social Capitol” Article for Appalachian Educational Laboratory, The Link
Contributing Author and Editor, West Virginia Science Curriculum Framework
Author, Various Articles and President’s Message, West Virginia Science Teachers Association Newsletter
Author, Various Articles and President’s Message, Tucker County Education Association Newsletter

RELATED PROFESSIONAL WRITING

Contributing Author, “Earth Science for West Virginia in the 21st Century,” NSF Grant
Contributing Author, “Project CATS: Coordinated and Thematic Science,” NSF Grant

PROFESSIONAL MEMBERSHIPS

National Science Teachers Association
West Virginia Science Teachers Association
National Education Association

Appendix: *HiSET* Sample Items/Questions

Appendix: *HiSET* Sample Items/Questions



The following are examples of the types of questions that will appear on the ETS High School Equivalency Test (*HiSET*™) in the five areas of Language Arts – Reading, Language Arts – Writing, Mathematics, Science, and Social Studies. *HiSET*™ Practice Tests provide a wider sample of questions and give candidates the opportunity to assess their readiness for the actual *HiSET* test.

HiSET™ Language Arts – Reading Sample Items

A violent storm has threatened the first voyage of the ship *Nan-Shan*. This excerpt from a work of fiction portrays several crew members, including the first mate, Jukes, as they confront the storm.

Para. 1 Jukes was as ready a man as any half-dozen young mates that may be caught by casting a net upon the waters; and though he had been somewhat taken aback by the startling viciousness of the first squall, he had pulled himself together on the instant, had called out the hands, and had rushed them along to secure such openings about the deck as had not been already battened down earlier in the evening. Shouting in his fresh, stentorian voice, "Jump, boys, and bear a hand!" he led in the work, telling himself the while that he had "just expected this."

Para. 2 But at the same time he was growing aware that this was rather more than he had expected. From the first stir of the air felt on his cheek the gale seemed to take upon itself the accumulated impetus of an avalanche. Heavy sprays enveloped the *Nan-Shan* from stem to stern, and instantly in the midst of her regular rolling she began to jerk and plunge as though she had gone mad with fright.

Para. 3 Jukes thought, "This is no joke." While he was exchanging explanatory yells with his captain, a sudden lowering of the darkness came upon the night, falling before their vision like something palpable. It was as if the masked lights of the world had been turned down. Jukes was uncritically glad to have his captain at hand. It relieved him as though that man had, by simply coming on deck, taken most of the gale's weight upon his shoulders. Such is the prestige, the privilege, and the burden of command.

Para. 4 Captain MacWhirr could expect no relief of that sort from anyone on earth. Such is the loneliness of command. He was trying to see, with that watchful manner of a seaman who stares into the wind's eye as if into the eye of an adversary, to penetrate the hidden intention and guess the aim and force of the thrust. The strong wind swept at him out of a vast obscurity; he felt under his feet the uneasiness of his ship, and he could not even discern the shadow of her shape. He wished it were not so; and very still he waited . . .

Appendix: *HiSET* Practice Tests

Appendix: *HiSET* Practice Tests



HiSET™ Language Arts – Reading Practice Test



Houghton
Mifflin
Harcourt



Iowa Testing Programs

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Directions

This is a test of some of the skills involved in understanding what you read. The passages in this test come from a variety of published works, both literary and informational. Each passage is followed by a number of questions.

The passages begin with an introduction presenting information that may be helpful as you read the selection. After you have read a passage, go on to the questions that follow. For each question, choose the best answer, and mark your choice on the answer sheet. You may refer to a passage as often as necessary.

Work as quickly as you can without becoming careless. Don't spend too much time on any question that is difficult for you to answer. Instead, skip it and return to it later if you have time. Try to answer every question even if you have to guess.

Mark all your answers on the answer sheet. Give only one answer to each question and make every mark heavy and dark, as in this example.

Correct



Incorrect



If you decide to change one of your answers, be sure to erase the first mark completely.

Be sure that the number of the question you are answering matches the number of the row of answer choices you are marking on your answer sheet.

- 1** In lines 1-2, the description of Jukes as “as ready a man as any half-dozen young mates that may be caught by casting a net upon the waters” means that he
- A** is better at fishing than other men on his ship.
 - B** is a good catch because he has had many years of experience.
 - C** is as generally capable as other first mates.
 - D** does the work of six men.
- 2** What was Jukes doing while the crew rushed about the deck?
- A** He was watching them.
 - B** He was working alongside them.
 - C** He was searching for the captain.
 - D** He was urging the men to jump overboard.
- 3** Jukes most likely told himself that he had “just expected this” (line 7) in order to
- A** reassure himself.
 - B** reassure the crew.
 - C** appear experienced to the captain.
 - D** hide his fear from the crew.
- 4** How did Jukes feel when Captain MacWhirr came on deck?
- A** Angry
 - B** Fearful
 - C** Surprised
 - D** Comforted
- 5** In the third and fourth paragraphs (lines 13-26), the author has used the storm as an opportunity to do which of the following?
- A** Suggest that there is conflict developing between Jukes and the captain
 - B** Portray weaknesses in Jukes’s character
 - C** Contrast the captain’s position of responsibility with Jukes’s position
 - D** Describe the various measures that must be taken while sailing a ship during severe weather

Recent animal behavior studies have found that most species appear to spend a great deal of time resting. Monkeys, for example, spend three-quarters of their waking hours just sitting, while hummingbirds perch motionless about 80 percent of every day.

5 Giving the lie to the old fables about the unflagging industriousness of ants, bees, beavers, and the like, a new specialty known as time budget analysis reveals that the great majority of creatures spend most of their time doing nothing much at all. They eat when they must or can. Some species build a makeshift shelter now and again; others fulfill the occasional social obligation, like picking out fleas from a fellow creature's fur.

10 A fair analysis of animal inactivity shows it is almost never born of aimless indolence, but instead serves a broad variety of purposes. Some animals lounge around to conserve precious calories, others to improve digestion of the calories they have consumed. Some do it to stay cool, others to keep warm. The hunted is best camouflaged when it's not fidgeting or fussing, and so too is the hunter, who wishes to remain concealed until the optimal moment for attack. Some creatures linger quietly in their territory to guard it, and others stay home to avoid being cannibalized by their neighbors.

15 Even the busy bees or worker ants dedicate only about 20 percent of the day to doing chores like gathering nectar or tidying up the nest. Otherwise, the insects stay still. The myth of the tireless social insect probably arose from observations of entire hives or anthills, which are little galaxies of ceaseless activity. But now that scientists have learned to tag individual insects to see what each does from one moment to the next, they find that any single bee or ant has a lot of surplus time.

20 Biologists studying animals at rest turn to sophisticated mathematical models, resembling those used by economists, which take into account an animal's energy demands, fertility rate, the relative abundance and location of food and water, weather conditions, and other factors. They do extensive cost-benefit analyses, asking questions like: How high is the cost of foraging compared with the potential calories that may be gained? Such a calculation involves not only a measure of how much energy an animal burns as it rummages about relative to what it would spend resting, but also a consideration of, for example, how hot it will become in motion, and thus how much of its stored water will be needed to evaporate away heat to cool the body. Once they complete their computations, the biologists usually
25 acknowledge their respect for the animal's decision to lie low.

Humans generally spend more time working than do other creatures. One reason for human diligence is that we can often override our impulses to slow down. Many humans are driven to work hard by a singular desire to gather resources far beyond what is required for survival. Squirrels collect what they need to make it through one winter; only humans worry about college bills or retirement.

Excerpt from "Busy as a Bee?" from *The Beauty of the Beastly*. Copyright © 1995 by Natalie Angier. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

6. The passage suggests that the primary reason for animal inactivity is

- A greed.
- B illness.
- C boredom.
- D self-preservation.

7. What does "indolence" (line 6) mean?

- A Dissatisfaction
- B Exhaustion
- C Instinct
- D Laziness

8. What innovation allowed biologists to discover that certain species of insects were less active than had previously been supposed?
- A Recently developed mathematical formulas
 - B Computer programs that generate cost-benefit analyses
 - C The ability to mark and keep track of individual members of the species
 - D The reconstruction of natural habitats in laboratory conditions
9. According to the passage, what is one way biologists use models like those used by economists?
- A To measure and compare the caloric expenditures of various activities
 - B To study the division of labor in various animal colonies
 - C To predict animal behavior based on weather patterns
 - D To monitor the feeding habits of animals
10. What is the most likely reason that “biologists usually acknowledge their respect for the animal’s decision to lie low” (lines 24-25)?
- A Their fieldwork made them experience firsthand the dangers animals cope with in the wild.
 - B Their studies show that rest periods are necessary for safety and for conservation of the animal’s energy.
 - C They think animals who work in short, efficient bursts and then take long rests provide a sensible model for humans.
 - D They observe that species that rest more seem to have lower stress levels.
11. Which of the following meanings associated with the word “singular” seems most intended in line 28?
- A Unique
 - B Private
 - C Superior
 - D Admirable
12. Which of the following explanations does the passage suggest for humans’ tendency to spend relatively more time working?
- A Humans work hard for the survival of their communities as well as for their own individual survival.
 - B Humans work to address not just their current needs but also their future needs and their wants.
 - C Human survival instincts are less strong than those of other species.
 - D Many humans find the work they do to be a source of gratification in itself.
13. Which of the following states the primary purpose of the passage?
- A To demonstrate the unreasonableness of human attitudes toward work and rest
 - B To analyze the specific work and rest behaviors of humans and insects
 - C To compare activity levels in various species with those of humans
 - D To explain how and why views of animal inactivity have recently been revised

**A soccer field is the setting in the untitled poem below,
which was written by Ellen Bryant Voigt.**

Muscular and fleet, he moves without thinking
among the shifting jerseys on the field.
In his wake the paler one,
through wave after wave of the enemy line,
5 presses the white ball forward: winded and earnest,
he has willed his body to this pitch
until the body is inside his mind
as the mind arranges pieces on the board—now
he cuts a wide angle and passes the ball
10 though he knows his friend will never give it back.
Ahead of him, always ahead of him:
this is the pattern
already set in their early victories,
one at the prow, one at the wheel.

Poem from *Two Trees* by Ellen Bryant Voigt. Copyright © 1992 by Ellen Bryant Voigt. Reprinted by permission of W.W. Norton & Company, Inc.

- 14** In line 1, the word “fleet” most nearly means
- A tall.
 - B swift.
 - C strong.
 - D awkward.
- 15** In line 3, the phrase “In his wake” means that “the paler one” is
- A by his side.
 - B calling to him.
 - C close behind him.
 - D making a final effort.
- 16** What is being described in lines 3–5?
- A A soccer team trying to beat a much better team
 - B A soccer player maneuvering the ball past opponents
 - C Two friends competing in drills during soccer practice
 - D A soccer player imagining what an opponent will do
- 17** The player described in lines 5–7 is apparently
- A pushing himself to the limit.
 - B playing carelessly, without thinking.
 - C slowing down the action to figure out what to do.
 - D too tired to be able to keep the ball under control.
- 18** Based on details in the poem, which of the following can be concluded about the soccer players?
- A They are engaged in an unfriendly rivalry.
 - B They are accustomed to playing together.
 - C They are trying to work out a new formation.
 - D They are not very involved in the game.
- 19** One of the poem’s main themes is
- A the lack of team spirit exhibited by some players.
 - B the idea that competitive sports turn friends into enemies.
 - C the envy some players feel for the high-scoring players.
 - D the unselfishness required to be a good team player.

Reading Practice Test
Answer Key

Question Number	Correct Answer
1	C
2	B
3	A
4	D
5	C
6	C
7	D
8	B
9	A
10	C
11	A
12	D
13	B
14	B
15	C
16	B
17	A
18	B
19	D



HiSET™ Language Arts – Writing Practice Test



Houghton
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Directions

This is a test of some of the skills involved in revising written materials. There are four selections similar to the reports, letters, and articles high-school students often need to write. Each selection is presented twice, first in a box in a conventional format and then in a spread-out format with certain parts underlined and numbered. Read quickly through the boxed text to get an idea of its purpose and style. Then go on to the spread-out format.

For each underlined part there are alternatives listed in the right-hand column. Choose the alternative that

- makes the statement grammatically correct
- expresses the idea in the clearest or most appropriate way
- is worded most consistently with the style and purpose of the writing
- organizes the ideas in the most effective way

In some cases, there may be more than one problem to correct or improve.

When you have decided which alternative is best, mark your choice on the answer sheet. If you think the original underlined version is best, choose “*No change*.” In questions about organization, you will probably find it helpful to look at the boxed text. In the questions about spelling, you are to indicate which of three underlined words is misspelled, if any. If there are no errors in any of the words, mark “*None*.”

Work as quickly as you can without becoming careless. Don’t spend too much time on any question that is difficult for you to answer. Instead, skip it and return to it later if you have time. Try to answer every question even if you have to guess.

Mark all your answers on the answer sheet. Give only one answer to each question and make every mark heavy and dark, as in this example.

Correct



Incorrect



If you decide to change one of your answers, be sure to erase the first mark completely.

Be sure that the number of the question you are answering matches the number of the row of answer choices you are marking on your answer sheet.

Language Arts – Writing

Part 1

Time—30 minutes

19 Questions

Read quickly through the draft feature article in the box below. Then go to the spread-out version and consider the suggestions for revision.

1 Buying a car takes research as well as money. Having your license and saving enough money for an older car and insurance are just the beginning. Finding the right car will require some time and effort. Where do you start? What should you look for?

2 Surprisingly, your local library might be good. There you can access online consumer guides that rate such things as performance, comfort, and mechanical reliability. Don't forget how helpful reference librarians can be.

3 When you have located a car that you think will meet your needs, try to find out the repair history on the vehicle. Was the oil changed as scheduled to prevent wear on the engine? Has the car had any ongoing or repeated problems? Don't forget to take mileage into consideration, as well as the number of owners the car has had and also seeing if you can get information about any damage the car may have sustained as a result of accidents. It's a good idea to take the car to an independent auto mechanic for an inspection. It's worth the cost to identify potential problems. Before you make a major investment.

4 Finally, check the vehicle's appearance. If the body has numerous dents and scratches and the inside is ruined, chances are the engine hasn't been well maintained. If there are major rust spots, you can expect the body to deteriorate rapidly. While these suggestions won't guarantee a foolproof purchase, they can help you make an informed decision. Researching a car before making an investment is always time well spent. Remember, once you buy a used car, it's yours.

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about any damage the car may have sustained

- 1 A (No change)
B a good place is your local library.
C a good place to start shopping for a car is your local library.
D for starting car shopping, your local library is a good place.

- 2 Which of the following would be the best choice for this sentence?
A (No change)
B Move the sentence so that it comes before the preceding sentence.
C Move the sentence to become the first sentence of the next paragraph (Paragraph 3).
D Omit the sentence.

- 3 A (No change)
B To prevent wear on the engine, the oil was changed as scheduled?
C Oil changed as scheduled to prevent wear on the engine?
D Was the oil changed to prevent wear on the engine as scheduled?

- 4 A (No change)
B had, also obtaining
C had getting also
D had. Try to obtain

as a result of accidents. It's a good idea to take the car to an independent auto mechanic for an inspection. It's worth the cost to identify potential problems. Before you make a major investment.

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Remember, once you buy a used car, it's yours.

- 5 A (No change)
B problems before
C problems; before
D problems: before

6 Which of these sentences, if any, should begin a new paragraph?

- A (There should be no new paragraph.)
B If there are major rust spots, you can expect the body to deteriorate rapidly.
C While these suggestions won't guarantee a foolproof purchase, they can help you make an informed decision.
D Researching a car before making an investment is always time well spent.

After attending a local political debate, a blogger wrote the following article. Read quickly through the draft in the box below. Then go to the spread-out version and consider the suggestions for revision.

1 Citizens filled the Mesa Vista High School auditorium Thursday evening to hear the two mayors' candidates participate in a special debate. The event was organized by Ms. Roberta Valdez, a social studies teacher at Mesa Vista who is herself a former council member.

2 Ms. Valdez moderated the debate beginning by introducing the candidates: Mayor Barbara Mahoney, who has lived in the city for many years, and Councilor Luther Quinn, her challenger. Each contender made an opening statement, and then they took turns responding to questions.

3 [1] Mayor Mahoney opened the debate on a serious note, describing some difficult issues facing the city. [2] Councilor Quinn's opening statement, by the way, consisted primarily of hilarious anecdotes about his years as a student at Mesa Vista. [3] The mayor was impressive with her thorough knowledge of the issues often citing programs she has initiated during her time in office. [4] Councilor Quinn also had a good grasp of the issues, but as a council member, he naturally has fewer accomplishments that affect the entire city. [5] During the question-and-answer period, one distinct difference between the two candidates became apparent when you took a look at their responses to a question concerning the proposal for a recreation center in Goldman Park. [6] The mayor was voicing her continued opposition, saying that it would tear up one of the last wooded areas in the city. [7] She suggested why not fix up an empty building on the waterfront instead. [8] But Councilor Quinn, who strongly supports the original plan, pointed out that where the site is most people can get to easily. [9] Audience members, too, were divided on this issue, though most feeling that the recreation center is needed.

4 After the debate citizens' comments indicated that although the audience was clearly more entertained by Councilor Quinn there was no decisive winner. Several audience members agreed with Jamie Reese, a local small business owner, who said, "We need to stick with what works, and that's Mayor Mahoney." Others shared the opinion expressed by Eddie Talini, a self-employed carpenter: "I think Councilor Quinn can give this city the energy and imagination it needs."

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as a student at Mesa Vista. [3] The mayor was impressive with her thorough knowledge of the issues often citing programs she has initiated

12

during her time in office. [4] Councilor Quinn also had a good grasp of the issues, but as a council

- 7 A (No change)
B mayor's candidates
C candidate's for mayor
D candidates for mayor

- 8 A (No change)
B debate and beginning
C debate and began
D debate, began

- 9 Which of the following facts would be the most relevant to include here?
A (No change; best as written)
B who is a mother of three,
C who formerly practiced law,
D who is seeking her third four-year term,

- 10 A (No change) C in addition,
B secondly, D on the other hand,

- 11 Which of these words, if any, is misspelled?
A (None) C hilarious
B primarily D anecdotes

- 12 A (No change)
B issues, often citing
C issues; often citing
D issues, often she was citing

member, he naturally has fewer accomplishments that affect the entire city. [5] During the question-and-answer period, one distinct difference between the two candidates became apparent when you

13

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16

[9] Audience members, too, were divided on this

issue, though most feeling that the recreation

17

center is needed.

18

13 A (No change)

B was made when taking a look at their responses to a question

C became apparent in their responses to a question

D was made by responses to the question

14 A (No change)

B voiced

C had voiced

D wanted to voice

15 A (No change)

B to fix up

C fixing up

D they could fix

16 A (No change)

B the site for where the center is to be located is one

C the park site is a location that

D the park site for putting the center is in a location

17 A (No change)

B would feel

C feels

D felt

18 The writer is considering splitting Paragraph 3 into two paragraphs. The best place to begin a new paragraph would be with

A Sentence 4.

C Sentence 6.

B Sentence 5.

D Sentence 7.

4 After the debate citizens' comments indicated
19

that although the audience was clearly more
19

entertained by Councilor Quinn there was no
19

decisive winner. Several audience members
19

agreed with Jamie Reese, a local small business owner, who said, "We need to stick with what works, and that's Mayor Mahoney." Others shared the opinion expressed by Eddie Talini, a self-employed carpenter: "I think Councilor Quinn can give this city the energy and imagination it needs."

19 A (No change)

B After listening to citizens' comments after the debate, there was no decisive winner, although the audience was clearly more entertained by Councilor Quinn.

C Although the audience was clearly more entertained by Councilor Quinn, it seemed there was no decisive winner during citizens' comments after the debate.

D Citizens' comments after the debate seemed to indicate that there was no decisive winner, although the audience had clearly been more entertained by Councilor Quinn.



Language Arts – Writing

Part 2

Time—45 minutes

Directions

This is a test of your writing skills. You will have 45 minutes to finish your response. Your response will be scored based on:

- Development of a main idea through explanation of supporting reasons, examples, and details
- Clear organization of ideas, including an introduction and conclusion, logical paragraphs and effective transitions
- Language use, including varied word choice, varied sentence constructions and appropriate voice
- Clarity and correctness of writing conventions

Staying physically fit involves practicing habits such as exercising regularly, eating well and getting enough sleep. Research has shown that people who are physically fit perform better in work and school. Your employer is printing a special newsletter informing employees about important ways they can practice staying fit.

Write an essay for your employer's newsletter to **persuade** workers to adopt at least one behavior that will improve their fitness. Think carefully about what reasons will convince other workers to change their behavior.



Writing Practice Test

Section 1

Answer Key

Question Number	Correct Answer
1	C
2	D
3	A
4	D
5	B
6	C
7	D
8	C
9	D
10	D
11	B
12	B
13	C
14	B
15	C
16	C
17	D
18	B
19	D



HiSET™ Mathematics

Practice Test



Houghton
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Directions

This is a test of your skills in applying mathematical concepts and solving mathematical problems. Read each question carefully and decide which of the five alternatives best answers the question. Then mark your choice on your answer sheet.

There are relatively easy problems scattered throughout the test. Thus, do not waste time on problems that are too difficult; go on, and return to them if you have time.

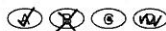
Work as quickly as you can without becoming careless. Don't spend too much time on any question that is difficult for you to answer. Instead, skip it and return to it later if you have time. Try to answer every question even if you have to guess.

Mark all your answers on the answer sheet. Give only one answer to each question and make every mark heavy and dark, as in this example.

Correct



Incorrect



If you decide to change one of your answers, be sure to erase the first mark completely.

Be sure that the number of the question you are answering matches the number of the row of answer choices you are marking on your answer sheet.

Mathematics
Time—45 minutes
25 Questions

- 1 A used motorcycle can be purchased for \$500 cash or on credit with a \$200 down payment plus payments of \$70 per month for 5 months. How much would be saved by paying cash?

A \$50
B \$150
C \$200
D \$350
E \$550

- 2 A solution of salt water is made by dissolving 2 grams of salt in 1 liter of water. Which of the following would yield a solution with the same concentration?

A Dissolving $\frac{1}{2}$ gram of salt in 2 liters of water
B Dissolving $\frac{1}{2}$ gram of salt in $\frac{1}{2}$ liter of water
C Dissolving 1 gram of salt in $\frac{1}{2}$ liter of water
D Dissolving 1 gram of salt in 2 liters of water
E Dissolving 2 grams of salt in $\frac{1}{2}$ liter of water

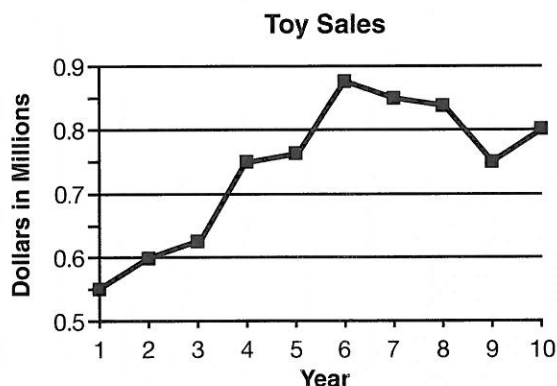
- 3 An appliance store uses the following formula to set its selling prices.

$$\text{Price} = (\text{actual cost}) + (25 \text{ percent of actual cost})$$

If the actual cost of a refrigerator is \$800, what price will the store set for the refrigerator?

A \$200
B \$600
C \$800
D \$1,000
E \$1,400

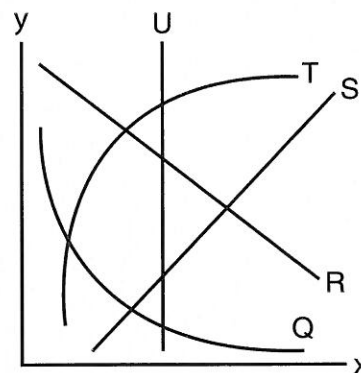
- 4 The following graph shows the sales figures for a toy company since it opened 10 years ago.



According to the graph, what was the approximate dollar value of sales in the company's 9th year of business?

A \$75,000,000
B \$7,500,000
C \$750,000
D \$75,000
E \$7,500

- 5 Consider the graphs below.

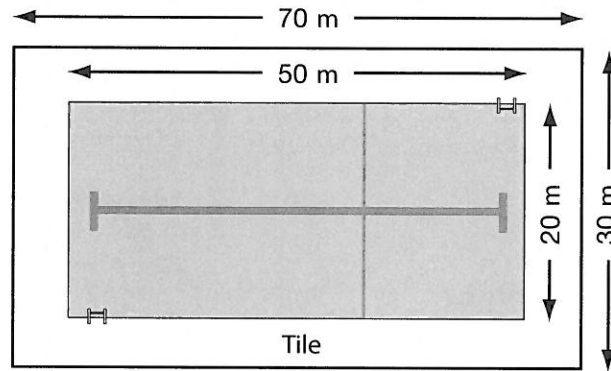


Although the numbers are not included on either axis, it is possible to determine from shape and location that the equation $y = -1.2x + 4$ corresponds to graph

A Q.
B R.
C S.
D T.
E U.

Directions: Questions 6 through 11 are based on the information below.

A city is going to build a new swimming pool at the recreation center. The illustration below shows the plans for the pool.



- 6 Assuming that the pool is 10 feet deep, approximately how many cubic meters of water will this pool hold when filled? (3.3 feet \approx 1 meter)

A 1,000
B 3,000
C 10,000
D 30,000
E 100,000

- 7 If one box of tiles covers 10 square meters, which of the following represents the number of boxes required to cover the designated area around the pool with tile?

A $(70 \times 30) \div 10$
B $70 \times 30 \times 10$
C $(50 \times 20) \div 10$
D $[(70 \times 30) - (50 \times 20)] \div 10$
E $[(70 \times 30) - (50 \times 20)] \times 10$

- 8 The Recreation Department wants to put in swim lanes along the length of the pool. If each swim lane must be 8 feet wide, which of the following represents the best estimate for the number of swim lanes there can be in the pool (3.3 feet \approx 1 meter)?

A $20 \div 8$
B $(20 \times 3.3) \div 8$
C $20 \div (3.3 \times 8)$
D $50 \div (8 \times 3.3)$
E $(50 \times 3.3) \div 8$

- 9 To maintain water purity, each week $1\frac{1}{2}$ kilograms of a certain chemical should be added for each million liters of water. If the pool contains 2.5 million liters of water, how many kilograms of the chemical should be added each week?

A 1.5
B 2.25
C 2.5
D 3.0
E 3.75

- 10 It is estimated that construction of this pool area will cost \$75,000. A large corporation donated \$35,000 toward the construction of the pool, and an additional \$2,000 was earned during a local fund-raising activity. If 20 local businesses agree to donate the rest of the money, which of the following represents the average amount each business will have to contribute?

A $\$75,000 - \$37,000$
B $(\$75,000 - \$2,000) \div 20$
C $20 \div (\$75,000 - \$37,000)$
D $\$75,000 \div 20$
E $(\$75,000 - \$37,000) \div 20$

- 11 A larger diagram of the proposed swimming pool area will be presented to the city council. If each inch on that diagram represents 5 meters of actual distance, what are the overall dimensions of the pool area (including the tile area) in the diagram?

A 4 inches by 2 inches
B 10 inches by 4 inches
C 14 inches by 6 inches
D 250 inches by 100 inches
E 350 inches by 150 inches

- 12 The relationship between rate of speed (r), distance traveled (d), and time traveled (t) is given by the following equation.

$$r = \frac{d}{t}$$

If rate remains constant, which of the following must be true?

A When t remains constant, d increases.
B When t decreases, d remains constant.
C When t decreases, d increases.
D When t increases, d decreases.
E When t decreases, d decreases.

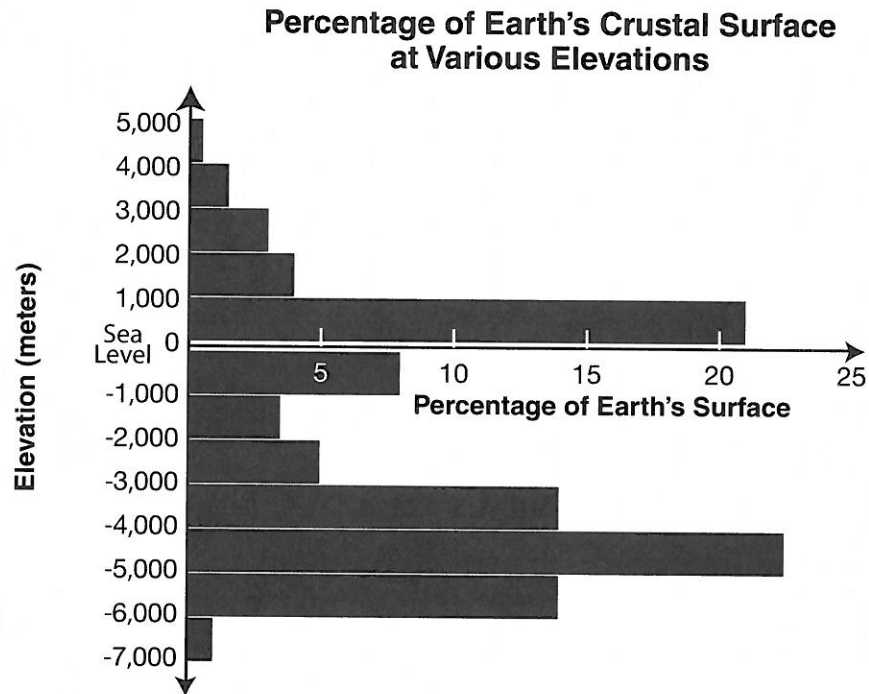
- 13 Consider the equation $2x - 3 = 4$. To solve the equation for x , what would be the most logical first step?

A Add 3 to both sides of the equation.
B Subtract 3 from both sides of the equation.
C Divide both sides of the equation by -2 .
D Multiply both sides of the equation by 2.
E Subtract 4 from both sides of the equation.

- 14 A tank for mixing chemical solutions is 1.5 meters long, 0.6 meters wide, and 1.5 meters deep. Which of the following represents the maximum number of cubic meters of solution this tank will hold?

A $(1.5 + 0.6) \times 1.5$
B $(1.5 + 1.5) \times 0.6$
C $1.5 \times 0.6 \times 1.5$
D $\frac{1.5 \times 1.5}{0.6}$
E $1.5 + 0.6 + 1.5$

Directions: Questions 15 through 17 are based on the graph below, which shows the percentages of the Earth's surface at various elevations.



15 Approximately what percentage of the Earth's surface is at or above sea level?

- A 22%
- B 30%
- C 50%
- D 60%
- E 100%

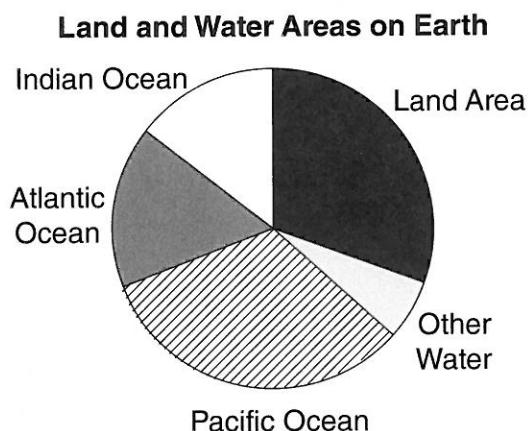
16 Which of the following elevation intervals contains the highest percentage of the Earth's crustal surface?

- A 0 to 1,000
- B -1,000 to 0
- C -4,000 to -3,000
- D -5,000 to -4,000
- E -6,000 to -5,000

17 Which of the following best approximates the difference between the highest elevations and the lowest elevations of the Earth's crustal surface? (1,000 m = 1 km)

- A 12 km
- B 8 km
- C 7 km
- D 5 km
- E 2 km

- 18 Consider the circle graph below.



If the measure of the arc associated with the Pacific Ocean is approximately 125° , which of the following represents the proportion of Earth's surface that is covered by the Pacific Ocean?

- A $\frac{125}{360 - 125}$
- B $\frac{360 - 125}{360}$
- C $\frac{360 - 125}{125}$
- D $\frac{360}{125}$
- E $\frac{125}{360}$

- 19 If the temperature at 8:00 A.M. was 22°F , and at 4:00 P.M. the same day, it was -2°F , what was the average temperature decrease per hour during this period?

- A 2°F
- B 2.5°F
- C 3°F
- D 5°F
- E 6°F

- 20 Each month a lawn-care company sprays for weeds in 500 different yards. Last month, to determine the effectiveness of its herbicide, the company randomly selected 50 lawns for inspection. Of the lawns selected, 40 showed 5 or fewer weeds. Which of the following could the lawn company conclude with the greatest certainty?

- A Exactly 80% of the lawns sprayed last month have 5 or fewer weeds.
- B At least 80% of the lawns sprayed last month have exactly 5 weeds.
- C More than 80% of the lawns sprayed last month have 5 or more weeds.
- D It is very likely that more than half of the lawns sprayed last month have 5 or fewer weeds.
- E It is very likely that more than half of the lawns sprayed last month have at least 5 weeds.

- 21 Which of the following correctly expresses x yards, y feet, and z inches in terms of inches?

- A $36x + 12y + z$
- B $x + 12y + 36z$
- C $36x + 36y + z$
- D $x + 36y + 36z$
- E $x + 36y + 12z$

- 22 A fence encloses a rectangular field measuring 300 feet by 100 feet. A cow is tied to a fence post at one corner of the field. If the rope is 50 feet long, which of the following represents the grazing area of the cow inside the fence in square feet?

Area of a circle = $\pi(\text{radius})^2$
 Area of a rectangle = length times width

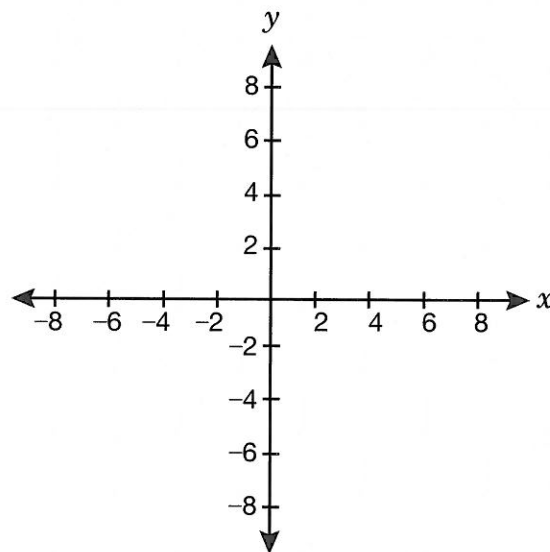
- A 300×100
 B $(300 - 50) \times (100 - 50)$
 C $\frac{\pi \times 50 \times 50}{4}$
 D $\frac{\pi \times 50 \times 50}{2}$
 E $(300 \times 100) - (50 \times 50)\pi$
- 23 The unit of measurement used to describe the energy produced by an atomic particle accelerator is the electron volt (eV). Shown below are the amounts of energy produced by two versions of a particle accelerator.

Original Model	2×10^{10} eV
New Model	8×10^{11} eV

How many more electron volts are produced by the new model as compared with the original model?

- A 7.8×10^{11}
 B 7.8×10^{10}
 C 7.8×10^9
 D 6×10^1
 E 4×10^1

- 24 The diagram below shows a coordinate grid. What are the coordinates of the point where the graph of $y = -4x + 8$ intersects the x -axis?



- A (2,0)
 B (8,0)
 C (0,-2)
 D (0,-4)
 E (0,4)
- 25 Kyle purchased a padlock with a resettable combination that uses 3 digits from 0 through 9 that must be entered in the proper order. A digit may be repeated in the combination. Which expression shows the total number of possible combinations for the padlock?
- A 3^{10}
 B 10^3
 C $10 + 9 + 8$
 D $(10)(9)(8)$
 E $10 + 10 + 10$



Mathematics Practice Test
Answer Key

Question Number	Correct Answer
1	A
2	C
3	D
4	C
5	B
6	B
7	D
8	B
9	E
10	E
11	C
12	E
13	A
14	C
15	B
16	D
17	A
18	E
19	C
20	D
21	A
22	C
23	A
24	A
25	B



HiSET™ Science

Practice Test



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Directions

This is a test of your skills in analyzing science information. Read each question and decide which of the four alternatives best answers the question. Then mark your choice on your answer sheet. Sometimes several questions are based on the same material. You should carefully read this material, then answer the questions.

Work as quickly as you can without becoming careless. Don't spend too much time on any question that is difficult for you to answer. Instead, skip it and return to it later if you have time. Try to answer every question even if you have to guess.

Mark all your answers on the answer sheet. Give only one answer to each question and make every mark heavy and dark, as in this example.

Correct



Incorrect



If you decide to change one of your answers, be sure to erase the first mark completely.

Be sure that the number of the question you are answering matches the number of the row of answer choices you are marking on your answer sheet.

Science

Time—40 minutes

25 Questions

Directions: Questions 1 through 5 are based on the information below.

Do bees have a sense of smell? Dr. Karl von Frisch investigated that question in the early 1900s with these two experiments.

Experiment 1

Dr. von Frisch set up a table with several identical cardboard boxes with removable covers. Each box had a small door hole for bees. Inside one box, he put a dish of sugar water that was scented with a fragrant oil. The other boxes he left empty. When the bees had explored the boxes for several hours, Dr. von Frisch saw that they could easily find the box with the fragrant sugar water, even when he switched the positions of the boxes.

After this training period, Dr. von Frisch prepared a set of clean boxes for the bees. He did not use any sugar water this time, but he did scent the inside of one box with the same fragrant oil used before. The bees would buzz around the doors of all these boxes, but they would only crawl inside the box with the training scent.

Experiment 2

Dr. von Frisch trained bees to enter a box that was scented with an oil made from the skin of Italian oranges. After the bees were trained, he prepared a clean set of 24 boxes. He scented one box with the Italian orange scent and scented all the others with different oils. Dr. von Frisch then recorded how many bees entered each box in five minutes.

Dr. von Frisch repeated the last part of the experiment, comparing an additional 23 fragrances to the one made from Italian oranges. Out of the 48 boxes used in the two runs, the only boxes that attracted many bees were the following.

Oil Used in Box	Number of Bees Entering Box in Five Minutes
Oil of Italian oranges (First run)	205
Oil of Italian oranges (Second run)	120
Oil of citron	148
Oil of bergamot oranges	93
Oil of Spanish oranges	60

These were the only boxes scented with oils from citrus fruits, and to a human nose they smelled very much the same.

- 1** What was the main reason Dr. von Frisch switched the positions of the boxes during the training sessions?
- A** To allow the scent to spread over the entire table
 - B** To eliminate the effects of wind direction
 - C** To make the bees rely only on a sense of smell, if they had one
 - D** To make sure the bees could not lead each other to the correct box
- 2** Given the results of experiment 1, which of the following conclusions is most valid?
- A** Bees probably have a sense of smell.
 - B** Bees probably do not have a sense of smell.
 - C** Bees probably identify different kinds of flowers by smell.
 - D** Bees probably do not identify different kinds of flowers by smell.
- 3** The dependent variable in an experiment is the factor that is observed to see how it changes in response to the experimental variable. What was the dependent variable in experiment 2?
- A** The number of bees entering a given box in five minutes
 - B** The presence or absence of sugar water in a box
 - C** The length of time the bees were counted
 - D** The particular smell in a box
- 4** Suppose a bee's antennae can be coated with a material that prevents air from reaching them. If it was believed that a sense of smell in bees was located in their antennae, how could this idea best be tested?
- A** Catch a bee, coat one antenna, and see if the bee can find any food in a field of flowers
 - B** Catch a bee, coat both antennae, and see if the bee can find any food in a field of flowers
 - C** Train a bee to find food in one scented box (as in experiment 1), then coat one antenna and see if the bee goes into a new box with the same scent
 - D** Train a bee to find food in one scented box (as in experiment 1), then coat both antennae and see if the bee goes into a new box with the same scent
- 5** How does the evidence gathered in the experiments relate to the following statement?
- Bees can smell just as well as most humans.
- A** The evidence proves that the statement is true.
 - B** The evidence supports the statement but does not prove it.
 - C** The evidence casts doubt on the statement but does not disprove it.
 - D** The evidence disproves the statement.

Directions: Questions 6 through 9 are based on the information below.

Impact craters are formed when meteorites strike the surface of a planet. A researcher investigated some factors that might influence the formation of impact craters by either dropping marbles into a tray of sand or launching them from a slingshot into the sand. The results are shown in the table below.

Test Number	Mass of Marble (g)	Method of Crater Formation	Marble Speed (cm/s)	Crater Diameter (cm)
1	3	Drop from 2 m	626	5.0
2	6	Drop from 2 m	626	7.0
3	6	Drop from 10 cm	140	1.8
4	6	Drop from 2 m	626	6.5
5	6	Launch from 36 cm	3,000	11.0

- 6 Tests 1 and 2 were designed to test the effects of which of the following factors?

A The mass of the marble
B The speed of the marble
C The crater diameter
D The method of crater formation

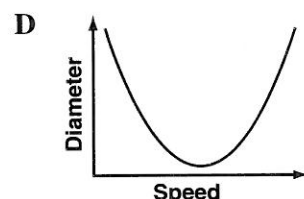
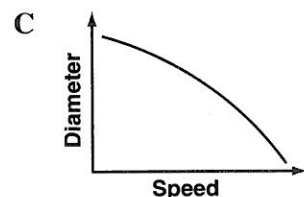
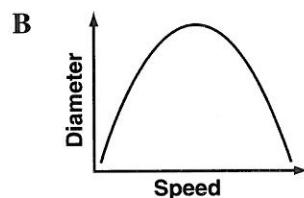
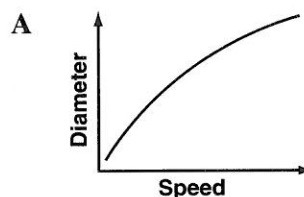
- 7 Which of the following statements best explains why the speed of the marble in test 5 is so much greater than the speed of the marbles in tests 3 and 4?

A It was dropped from the greatest height.
B It was launched rather than dropped.
C It produced the largest crater.
D It was made of a different material.

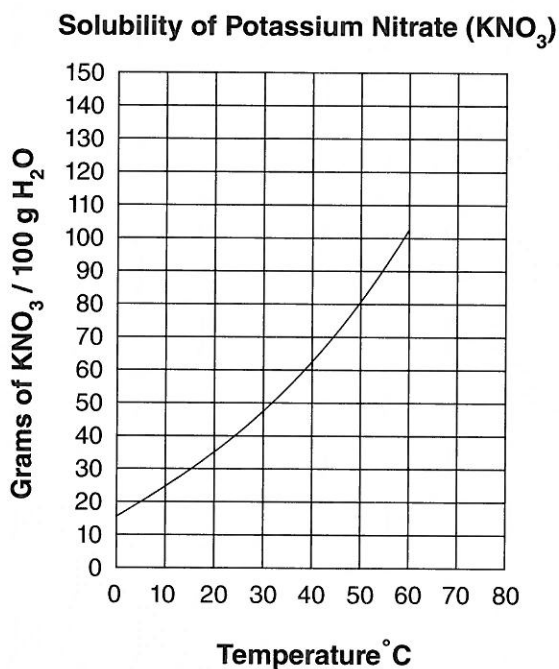
- 8 The observed difference in the crater diameters in tests 3 and 4 is most likely due to which of the following factors?

A The mass of the marbles
B The researcher's measuring technique
C Whether the marble was dropped or launched
D The height from which the marbles were dropped

- 9 Consider the results for tests 3, 4, and 5. Which of the following graphs best illustrates the relationship between marble speed and crater diameter?



Directions: The graph below shows the number of grams (g) of potassium nitrate (KNO_3) dissolved in 100 grams of water (H_2O) at different Celsius temperatures ($^{\circ}\text{C}$). Use this information to answer questions 10 through 13.



- 10 Approximately how many grams of KNO_3 can be dissolved in 100 grams of H_2O at 35°C ?
- A 65
B 60
C 55
D 50
- 11 Which of the following is the lowest temperature at which 70 grams of KNO_3 can be dissolved in 100 grams of H_2O ?
- A 55°C
B 45°C
C 35°C
D 25°C
- 12 Which of the following is the best prediction of the mass of KNO_3 that could be dissolved in 100 grams of H_2O at 70°C ?
- A 105 g
B 115 g
C 135 g
D 155 g
- 13 Approximately 80 grams of KNO_3 is dissolved in 100 grams of H_2O at 50°C . If this solution is cooled to 10°C , approximately how much KNO_3 will come out of the solution?
- A 25 g
B 35 g
C 45 g
D 55 g

Directions: Questions 14 through 20 are based on the information below.

The two experiments described below were done to investigate the effects of temperature on the growth rate of tomato seedlings.

Experiment I

A group of 60 tomato seedlings (Group I) was grown in a greenhouse under controlled temperatures. Ten plants were grown at each of six temperatures from 5°C to 30°C. These plants remained at their respective temperatures 24 hours each day for two weeks. All other conditions were the same for all seedlings. The growth rates are shown in Table 1.

Table 1. Growth rates for tomato seedlings in Group I

Day/Night Temperatures (°C)	Average Growth Rate (mm/day)
5	2
10	9
15	15
20	20
25	22
30	22

Experiment II

A second group of 30 tomato seedlings (Group II) was kept at 25°C during the day (12 hours). However, during the night, three groups of 10 plants were moved to each of three different temperatures. All other conditions remained the same as in experiment I. The growth rates are shown in Table 2.

Table 2. Growth rates for tomato seedlings in Group II

Day Temperature (°C)	Night Temperature (°C)	Average Growth Rate (mm/day)
25	10	10
25	20	25
25	30	22

- 14 Which of the following is the best statement of the hypothesis being tested in experiment I?
- A The optimum temperature for tomato seedling growth is 25°C.
 - B The temperature at which tomato seedlings grow must remain constant from day to night.
 - C The temperature at which tomato seedlings grow must vary from day to night.
 - D The temperature at which tomato seedlings are grown affects their growth rate.

- 15 Consider the following statement.

When tomato seedlings were grown at constant temperatures of either 25°C or 30°C, their growth rates were the same.

This statement is best described as

- A an observation.
 - B an assumption.
 - C a theory.
 - D a hypothesis.
- 16 The range of temperatures used in experiment I was most likely chosen for which of the following reasons?
- A They represent temperatures at which tomatoes can be grown.
 - B They represent temperatures at which tomatoes are known to grow rapidly.
 - C They represent temperatures that have not been used in previous experiments.
 - D They represent the only temperatures that can be controlled in a greenhouse.
- 17 Based on the information in the passage, which day and night temperatures resulted in the fastest growth of tomato seedlings?
- A 25°C during both day and night
 - B 30°C during both day and night
 - C 25°C during the day and 20°C during the night
 - D 30°C during the day and 25°C during the night

- 18 In table 1, temperatures of both 25°C and 30°C resulted in growth rates of 22.0 mm/day. Which of the following is the best interpretation of this result?
- A The maximum possible growth rate for tomato seedlings is 22.0 mm/day.
 - B The maximum possible temperature at which tomato seedlings will grow is 30°C.
 - C Under the conditions of experiment I, the growth rate of tomato seedlings is greatest when they are grown at the same temperature all of the time.
 - D Under the conditions of experiment I, growth rates of tomato seedlings level off at 22.0 mm/day.

- 19 Based on the data in table 1, which of the following questions about experiment I CANNOT be answered?

- A How does the growth rate vary from day to day during the two weeks of the experiment?
- B At which of the six experimental temperatures is the growth rate lowest?
- C How rapidly did the tomato seedlings grow at 20°C?
- D What was the range of the average growth rate?

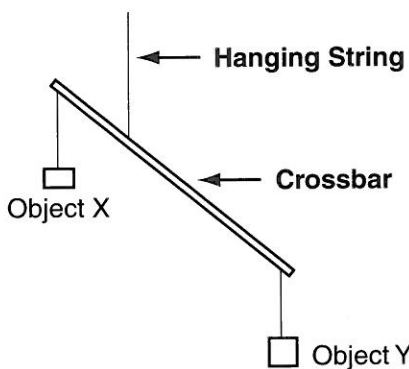
- 20 Which of the following is the best statement of the hypothesis being tested in experiment II?

- A Day temperature is a determining factor in the growth rate of tomato seedlings.
- B Night temperature is a determining factor in the growth rate of tomato seedlings.
- C The optimum temperature for tomato seedling growth is 20°C.
- D The maximum growth rate of tomato seedlings occurs at night.

- 21 A student wants to examine the relationship between the slope of an inclined plane and the effort needed to slide a given object along the plane. Which of these sets of inclined planes should be used?

A Inclined planes of the same length and made of the same material, but having different slopes
B Inclined planes of the same slope and length, but made of different materials
C Inclined planes of the same length, but having different slopes and made of different materials
D Inclined planes made of the same material and having the same slope, but having different lengths

- 22 A mobile is hung as shown below:



To make the crossbar level, what should be done?

A Shorten the hanging string
B Lengthen the hanging string
C Move the hanging string closer to the point where object X is attached
D Move the hanging string closer to the point where object Y is attached

- 23 Lynn measured her pulse before she ate lunch and determined her heart rate to be 72 beats per minute. Immediately after lunch, her heart rate was 75 beats per minute. How does Lynn's observation relate to the idea that heart rates will increase after eating?

A It proves it.
B It disproves it.
C It supports it but does not prove it.
D It casts doubt on it but does not disprove it.

- 24 Which of the following observations best illustrates that energy may be transferred when light impacts a surface?

A Light shines on an object, and the temperature of the object increases.
B Light shines on an object and then reflects off the object.
C Light passes through a prism and separates into various colors.
D Light passes through a lens and travels in a new direction.

- 25 The fossil of an ancient feathered creature is found. Which of the following would probably be most useful in judging whether the creature could fly?

A The type of rock in which the fossil was found
B The geographic location of the fossil
C The shape and size of the fossil's parts
D The age of the fossil

STOP

Science Practice Test
Answer Key

Question Number	Correct Answer
1	C
2	A
3	A
4	D
5	B
6	A
7	B
8	D
9	A
10	C
11	B
12	C
13	D
14	D
15	A
16	A
17	C
18	D
19	A
20	B
21	A
22	D
23	C
24	A
25	C



HiSET™ Social Studies

Practice Test



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Social Studies

Time — 35 minutes

25 Questions

Directions: Questions 1 through 7 are based on the information below.

The 1930s and 1940s were turbulent years in United States history. This passage considers the impact of the Great Depression and Second World War on the United States economy.

During the administrations of Herbert Hoover and Franklin D. Roosevelt, poverty was widespread. The Great Depression had dealt a severe blow to the economic well-being of the nation. For example, the gross national product (GNP), the total value of all goods and services produced in a year, had dropped from \$103 billion in 1929 to \$55 billion in 1933.

Full recovery from this depression did not come until the Second World War, when United States industry went into high gear, producing war materials. To enable the Allied armies to win the war in both Europe and the Pacific, technological miracles were achieved. Employment rose as factories worked around the clock. High wages and government-controlled prices helped create a tremendous growth in family incomes. Because of the emphasis on production of heavy goods and machinery, much of the money people earned went into savings. Measured in dollars of constant purchasing power, or what economists call “real income,” average yearly take-home pay of families rose by about \$800 from 1941 to 1946, an increase of about \$160 per year.

Dire predictions about mass unemployment after the war proved wrong. In the peacetime economy, industry flourished as price controls were removed and manufacturers scrambled to meet the huge demand for consumer goods. There were recessions during the twenty years after the war, but they were minor economic ripples compared with previous national depressions.

1 According to the passage, which of the following was primarily responsible for the end of the Great Depression?

- A Federal antipoverty programs
- B Technological progress
- C Government controls over prices and wages
- D The development of a war economy

2 Which of the following would be the best example of the type of consumer goods that were in demand when the Second World War ended?

- A Automobiles
- B Better highways
- C Commercial airplanes
- D Railroad passenger cars

- 3** The United States economy during the Second World War could be most accurately described as a
- A free-market economy.
 - B managed economy.
 - C barter economy.
 - D monopolistic economy.
- 4** Judging from the way GNP statistics are used in this passage, it can be concluded that one of the primary purposes of the GNP figures is to analyze
- A population trends.
 - B employment trends.
 - C economic trends.
 - D the effects of government regulations on business.
- 5** According to the passage, the \$800 increase in real income enjoyed by the average family between 1941 and 1946 was primarily the result of
- A inflation.
 - B government subsidies.
 - C decreases in taxes.
 - D rising wages and government-controlled prices.
- 6** Which of the following would be the best example of a “technological miracle” achieved during the Second World War?
- A The use of advertising to sell huge numbers of war bonds
 - B The development of a rationing system for distributing goods
 - C The invention of radar
 - D The implementation of price controls
- 7** Based on information in the passage, it could be concluded that an important factor in the growth of the United States economy in the middle of the twentieth century was
- A inflation.
 - B the rise of consumer spending after the war.
 - C a change in the ownership of many businesses.
 - D the development of economic indicators, such as the GNP.

Directions: Questions 8 through 13 are based on the following information.

Under the provisions of Section 14(b) of the Taft-Hartley Act of 1947, states were given the power to pass right-to-work laws restricting the union shop. A union shop is a workplace where all workers must belong to the union. Although organized labor worked to get Congress to repeal this section of the act, by 2012 many states had passed such laws. Two points of view from the debate that followed the passage of the Taft-Hartley Act are presented below.

Newspaper X

The union shop is necessary and just and should not be banned. Open shops create labor-management friction that leads to dissatisfaction and wildcat strikes. Unions provide workers with a channel through which they can voice grievances and collectively bargain for wages, working conditions, and hours. Since union agreements generally apply to all workers, why should some get a free ride by receiving union benefits without paying union dues?

Section 14(b) should also be repealed in the interest of regulating interstate commerce. No state should be allowed to enact laws that would give it a commercial advantage over another state. Why shouldn't government act to strengthen labor? It aids business by providing protective tariffs, subsidies, tax advantages, and research.

The mass media have always been antilabor; they have consistently failed to point out that the per-capita income in the right-to-work states is far below the national average.

Newspaper Y

If workers cannot be barred from jobs because of race or religion, they should not be barred because they do not wish to join a union. Conscientious objectors are not forced into the army; why should independent jobholders be forced into unions?

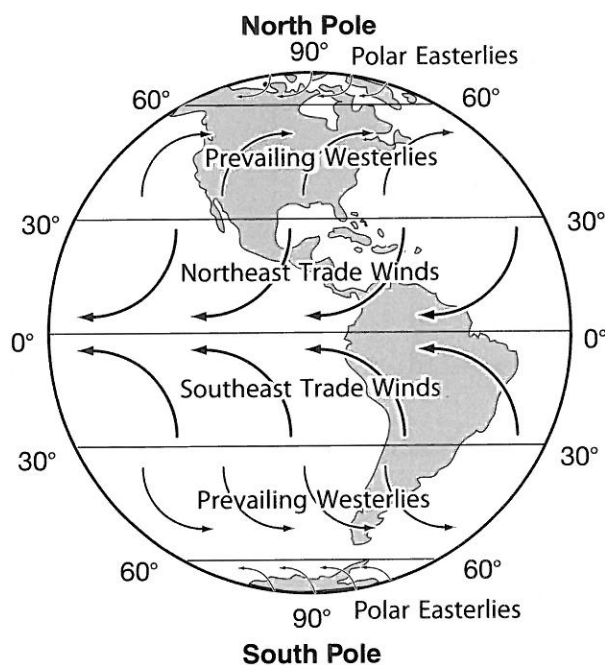
Right-to-work laws do not give states unfair advantages. Raw materials, transportation, and markets are of prime importance in attracting industry.

The right of the states to forbid the union shop is a valuable check on the use of union power. We feel that instead of being allowed more freedom, unions should be subject to more government control.

- 8 Which of the following would have been the likely result of the repeal of Section 14(b)?
- A An improvement in labor-management relations
 - B Less frequent strikes
 - C A decrease in union power
 - D An increase in union power
- 9 The views expressed by Newspaper X were probably most similar to those of
- A a lobbyist for a business organization.
 - B the president of a large corporation.
 - C an official of a large union.
 - D the governor of a right-to-work state.
- 10 Which of the following did Newspaper X claim as a disadvantage of open shops?
- A Workers were more likely to quit their jobs.
 - B Strikes tended to be of long duration.
 - C Workers often went on strike without warning.
 - D Workers gave notice before going on strike.
- 11 Newspaper Y apparently supported
- A barring nonunion members from joining unions.
 - B the abolition of labor unions.
 - C the repeal of Section 14(b).
 - D limiting the power of labor unions.
- 12 Newspaper Y considered the right-to-work laws to be similar in intent to laws that
- A provide federal aid to education.
 - B regulate immigration.
 - C protect citizens' civil rights.
 - D deal with the nation's defense.
- 13 At the time of the passage of the Taft-Hartley Act, unions were exempt from some of the laws that regulated big businesses. Which of the two newspapers providing written editorials would probably have favored more regulation of unions?
- A Newspaper X only
 - B Newspaper Y only
 - C Newspaper X and Newspaper Y
 - D Neither Newspaper X nor Newspaper Y

Directions: Use the wind-patterns map below to help answer questions 14 and 15.

WIND PATTERNS



- 14** Wind patterns are determined primarily by areas of pressure. If winds tend to move from high-pressure areas to low-pressure areas, which of the following most likely describes the usual pressure conditions at the South Pole and latitude 60° South?

- A Pole: low pressure
60° South: high pressure
- B Pole: low pressure
60° South: low pressure
- C Pole: high pressure
60° South: high pressure
- D Pole: high pressure
60° South: low pressure

- 15** Which of the following most accurately describes the direction of the winds between 30°N and 60°N?

- A Northeast
- B Southeast
- C Northwest
- D Southwest

Directions: Questions 16 and 17 are based on the advertisement below.



- 16** This ad attempts to sell Spring aftershave by emphasizing its

- A effectiveness.
- B popularity.
- C value.
- D appealing fragrance.

- 17** On the basis of this ad, which of the following conclusions is the most reasonable?

- A Some men prefer Spring to other aftershave products.
- B Seventy percent of all men use Spring.
- C Three out of ten men prefer no aftershave product.
- D All men use aftershave products.

- 18** Consider the statement below.

The worst crime being committed today is the treatment of victims by the court system.

This statement is best classified as

- A an observation.
- B an opinion.
- C an established fact.
- D a scientific conclusion.

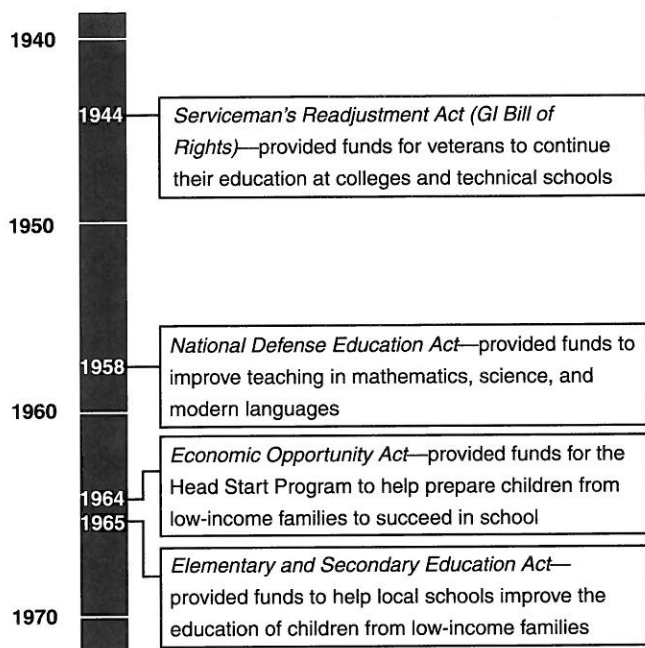
- 19** Which of the following questions about a state's budget would be most difficult to answer?

- A Did the state provide enough money for education this year?
- B Did education receive the greatest proportion of the state's budget this year?
- C Was the amount of money provided for education this year greater than it was last year?
- D How much money did the state provide for education this year?

- 20** Three of the following statements about the Vietnam War are based on direct evidence. Which statement is based primarily on circumstantial evidence or inference?

- A In 1968, more than 500,000 American soldiers were in Vietnam.
- B In 1965, President Johnson ordered U.S. combat units into battle in Vietnam, and U.S. military involvement ended in 1973.
- C Lack of military success in Vietnam led to President Johnson's decision not to run for reelection in 1968.
- D President Eisenhower sent military advisers to Vietnam in the 1950s.

Directions: As part of a report about education in the United States after the Second World War, a journalist included the time line below. Use this time line to help answer questions 21 through 25.



- 21 Which of the following titles would best represent the theme of this time line?
- A Federal Education Legislation: 1944–1965
 - B Defense and Economic Legislation: 1944–1965
 - C Effects of Education on Social Change: 1944–1965
 - D Effects of Education on the Economy: 1944–1965
- 22 Concern about national security was the most likely motive for the act passed in
- A 1944.
 - B 1958.
 - C 1964.
 - D 1965.

- 23 The two acts that seem most concerned with social inequities are those passed in
- A 1944 and 1958.
 - B 1944 and 1965.
 - C 1958 and 1964.
 - D 1964 and 1965.

- 24 Which of the following world events was probably the primary reason for the 1958 act?

- A 1956: The Soviet Union sent troops to Hungary.
- B 1957: Power generated from atomic energy first used in the United States.
- C 1957: International Atomic Energy Agency established.
- D 1957: The Soviet Union launched the world's first artificial satellite.

- 25 Consider the two statements below.

- I. From 1944 to 1965, the only educational programs to receive financial support from the United States government were those for elementary and secondary students.
- II. From 1944 to 1965, the United States government provided more financial support for national security than for education.

Which of these statements, if either, does this time line support?

- A I only
- B II only
- C Both I and II
- D Neither I nor II



Social Studies Practice Test
Answer Key

Question Number	Correct Answer
1	D
2	A
3	B
4	C
5	D
6	C
7	B
8	D
9	C
10	C
11	D
12	C
13	B
14	D
15	A
16	B
17	A
18	B
19	A
20	C
21	A
22	B
23	D
24	D
25	D

**Appendix: *ETS Bulletin Supplement for Test Takers with
Disabilities or Health-Related Needs***

**Appendix: *ETS Bulletin Supplement for Test Takers with Disabilities or
Health-Related Needs***



2012–13

**GRE® PARAPRO ASSESSMENT
THE PRAXIS SERIES™
SCHOOL LEADERSHIP SERIES TOEFL®**

BULLETIN SUPPLEMENT

**for Test Takers with Disabilities
or Health-Related Needs**

This publication contains procedures and forms for requesting testing accommodations for **GRE®**, **PARAPRO ASSESSMENT**, **THE PRAXIS SERIES™**, **SCHOOL LEADERSHIP SERIES** and **TOEFL®** tests. It should be used in conjunction with the information and registration form(s) provided in the appropriate 2012–13 *Information and Registration Bulletin*.

Visit the ETS website at **www.ets.org/disabilities**
for the most up-to-date information.

TABLE OF CONTENTS

General Information.....	3
Customer Service.....	3
How to Request Accommodations.....	4
<u>Step 1: Testing Accommodations Offered</u>	5
Health-Related Needs and Minor Accommodations	6
<u>Step 2: Information and Registration Bulletins</u>	6
<u>Step 3: Program Website</u>	7
<u>Step 4: Registration Form</u>	7
<u>Step 5: Testing Accommodations Request Form</u>	8
<u>Step 6: Disability Documentation</u>	8–9
<u>Step 7: Submitting Your Request to ETS</u>	9
Using Previously Approved Accommodations	9–10
Previously Approved Accommodations for <i>Praxis</i> Paper-Based Tests	10
How to Register Once Your Request Is Approved.....	10
Deadline for Accommodations Requests.....	10
Requests to Change or Cancel Your Test	11
Test Preparation	11
Scoring and Reporting	11
GRE, ParaPro, <i>Praxis</i> and School Leadership Series Tests	11
TOEFL Tests	11
Testing Accommodations Request Form	
Part I – Applicant Information.....	12–13
Part II – Accommodations Requested.....	14–15
Part III – Certification of Eligibility: Accommodations History	16–19
ETS Vision Documentation Report	20–21
Glossary	22–23



GENERAL INFORMATION

ETS is committed to serving test takers with disabilities or health-related needs by providing services and reasonable accommodations that are appropriate given the purpose of the test.

NOTE: All test takers requesting any accommodations must register by mail through ETS Disability Services, using the *Testing Accommodations Request Form* in this *Supplement*, and have their accommodations approved before their test can be scheduled. Please do NOT schedule a test until your accommodations are approved, and do not register online. Online registration is not available for test takers who are requesting accommodations because of the need for ETS Disability Services review. See “How to Request Accommodations” on the next page for specific steps in the application process.

If you have a health-related need that requires you to bring equipment, beverages or snacks into the testing room, or to take extra or extended breaks, you must follow the accommodations request procedures. See “Health-Related Needs and Minor Accommodations” on page 6.

The information provided in this publication and in the 2012–13 *Information and Registration Bulletins* for GRE[®], ParaPro, *The Praxis Series*[™], School Leadership Series and TOEFL[®] should answer any questions you may have about requesting accommodations and registering for a test from one of the programs below. *Registration Bulletins* are available on each program’s website.

- GRE Program — www.ets.org/gre
- ParaPro Assessment Program — www.ets.org/parapro
- *The Praxis Series* Program — www.ets.org/praxis
- School Leadership Series Program — www.ets.org/sls
- TOEFL Program — www.ets.org/toefl

If you are planning to take a GRE or TOEFL test, you may want to ask your prospective institution or fellowship sponsor whether it is willing to waive the test requirement and consider your application based on other information.

All questions related to accommodations decisions should be sent to ETS Disability Services. See contact information below.

CUSTOMER SERVICE

ETS Disability Services

Monday – Friday

8:30 a.m. – 5 p.m. Eastern time (New York)

Phone: 1-866-387-8602 (toll-free in the United States, American Samoa, Guam, Puerto Rico, U.S. Virgin Islands and Canada)
1-609-771-7780 (all other locations)

Fax: 1-609-771-7165

Email: stassd@ets.org

Mail: ETS Disability Services
PO Box 6054
Princeton, NJ 08541-6054

Courier Service: ETS Disability Services
225 Phillips Boulevard
Ewing, NJ 08618-1426

HOW TO REQUEST ACCOMMODATIONS

If ETS has approved accommodations for you within the last two years, your documentation is still current and you are requesting the same accommodations for any GRE, ParaPro, *Praxis*, School Leadership Series or TOEFL test during the 2012–13 testing year, please see “Using Previously Approved Accommodations” on pages 9–10.

If you have never requested accommodations before or you need to request accommodations that are different from those for which you have previously been approved, **your request must be reviewed and approved by ETS Disability Services before your test can be scheduled.** To request accommodations, follow the steps below.

☐ STEP 1

Look at the list of available accommodations under “Step 1: Testing Accommodations Offered” on the next page of this *Supplement* and determine the accommodations you need.

☐ STEP 2

Review the *Information and Registration Bulletin* for the test you are planning to take. *Registration Bulletins* are available on each program’s website. See “Step 2: Information and Registration Bulletins” on page 6.

☐ STEP 3

Check your program’s website to get information about which format of the test is offered in your area so you can determine what format of the test you will be taking (paper-based [PBT], computer-based [CBT] or Internet-based testing [iBT]). See “Step 3: Program Website” on page 7.

☐ STEP 4

Complete the appropriate registration form from your program’s *Bulletin*. To find out which registration form you need, see “Step 4: Registration Form” on page 7.

☐ STEP 5

Complete the *Testing Accommodations Request Form* from this *Supplement*. For instructions, see “Step 5: Testing Accommodations Request Form” on page 8.

☐ STEP 6

Gather disability documentation as necessary. See “Step 6: Disability Documentation” on pages 8–9.

☐ STEP 7

Submit completed forms, all appropriate documentation and the proper fee for the test you are taking. **Not including all forms, documentation and the appropriate test fee will cause a delay in processing your request.** See “Step 7: Submitting Your Request to ETS” on page 9.

STEP 1: TESTING ACCOMMODATIONS OFFERED

NOTE: If you would like to request accommodations **other than those listed below**, you must describe them in Part II of the *Testing Accommodations Request Form* on pages 14–15.

Extended Testing Time (all tests are timed)

- 50 percent (time and one-half)
- 100 percent (double time; documentation required)

Extra Breaks — breaks are not included in testing time (can be used for medication, snacks, trips to the rest room, etc.)

Accommodations for Computer-based Tests (CBT) only

- Ergonomic keyboard
- IntelliKeys keyboard
- Keyboard with touchpad
- Screen magnification
- Selectable background and foreground colors
- Trackball

Assistance

- Reader
- Scribe

Assistance for Spoken Directions Only

- Oral interpreter**
- Sign language interpreter **
- Printed copy of spoken directions (for PBT tests only)

Assistance for Note Taking

- Braille slate and stylus*
- Perkins brailler*

* Only applicants who are blind or have low vision

** Only applicants who are deaf or hard-of-hearing

*** Only applicants who are deaf or hard-of-hearing or have speech disabilities

**** Only applicants who have speech disabilities

Alternate Test Formats

- Braille*
- Large-print test book
- Large-print answer sheet
- Recorded audio (audiocassette for GRE revised General Test and TOEFL tests, CD for *Praxis I: PPST*® Reading and Writing tests)

For GRE revised General Test and Praxis I: PPST Mathematics test

- Recorded audio with tactile figure supplement*
- Recorded audio with large-print figure supplement*

For GRE General Test in U.S. only

- Computer-voiced with tactile figure supplement*
- Computer-voiced with large-print figure supplement*

For TOEFL Test only

- Listening section omitted**
- Speaking section omitted***
- Extended time for spoken responses****

HEALTH-RELATED NEEDS AND MINOR ACCOMMODATIONS

“Health-related needs” refers to any of a variety of medical conditions that impact a major life activity, such as those affecting digestion, immune function, respiration, circulation, endocrine functions, etc. Documented health needs include conditions such as diabetes, epilepsy and chronic pain.

Some of these documented health needs require **only minor accommodations**. Minor accommodations include, but are not limited to, special lighting, an adjustable table or chair; extra breaks for medication or snacks; or a separate room if food, beverages or glucose testing materials are necessary during the test session.

If you require minor accommodations, you must submit:

- the **appropriate registration form** from the *Registration Bulletin* for your test program (see “Step 4: Registration Form” on page 7)
- **Part I and Part II of the *Testing Accommodations Request Form*** (see “Step 5: Testing Accommodations Request Form” on pages 7–8)
- a **letter of support** from a medical doctor or other qualified professional stating the nature of the condition and the reason for the minor accommodations requested (a note on a prescription pad is not acceptable)
- the **appropriate fee**

Some medical aids do not require approval for accommodations. These aids include, but are not limited to, those that are necessary for you to ambulate (cane, crutches, wheelchair, walker, prosthetic limb, service animal) or communicate (hearing aid, voice amplifier) or those that are otherwise required for health reasons (heart rate monitor). If you require these types of medical aids, you do not need to request accommodations. If you wear an insulin pump, you do not need to request accommodations unless your pump is especially noisy. If the pump is noisy and likely to disturb other test takers, requesting accommodations is a good idea so you can be scheduled in a separate room.

STEP 2: INFORMATION AND REGISTRATION BULLETINS

Information and Registration Bulletins are free publications that contain program policies, tests offered, test dates, fees and payment policies, identification (ID) requirements, test center procedures and score reporting information. *Bulletins* are available on each program’s website. Locate and review the *Bulletin* for the test that you will be taking.

- GRE Program — www.ets.org/gre/bulletinandforms
- ParaPro Assessment Program — www.ets.org/parapro/bulletinandforms
- *The Praxis Series* Program — www.ets.org/praxis/bulletinandforms
- School Leadership Series Program — www.ets.org/sls/bulletinandforms
- TOEFL Program — www.ets.org/toefl/bulletinandforms

STEP 3: PROGRAM WEBSITE

Check your program's website to get information about which format of the test is offered in your area so you can determine what format of the test you will be taking (PBT, CBT or iBT).

- GRE Program — www.ets.org/gre
- ParaPro Assessment Program — www.ets.org/parapro
- *The Praxis Series* Program — www.ets.org/praxis
- School Leadership Series Program — www.ets.org/sls
- TOEFL Program — www.ets.org/toefl

STEP 4: REGISTRATION FORM

Complete the appropriate registration form (see below). Registration forms can be found in the program *Bulletin* for the test you will be taking.

GRE

- 2012–13 Computer-based GRE® revised General Test Authorization Voucher Request Form
- 2012–13 Paper-based GRE® revised General Test Registration Form
- 2012–13 GRE® Subject Tests Registration Form

ParaPro Assessment

- 2012–13 The ParaPro Assessment Paper-Delivered Test Registration Form and Background Information Questionnaire

Praxis

- 2012–13 *The Praxis Series*™ Computer-Delivered Test Authorization Voucher Request Form
- 2012–13 *The Praxis Series*™ Paper-Delivered Test Registration Form and Background Information Questionnaire

School Leadership Series

- 2012–13 The School Leadership Series Computer-Delivered Test Authorization Voucher Request Form
- 2012–13 The School Leadership Series Paper-Delivered Test Registration Form and Background Information Questionnaire

TOEFL

- 2012–13 TOEFL iBT® Registration Form
- 2012–13 Registration Form for the TOEFL® Paper-based Test

STEP 5: TESTING ACCOMMODATIONS REQUEST FORM

The *Testing Accommodations Request Form* is on pages 12–19 of this *Supplement*.

Part I — Applicant Information (pages 12–13)

Complete this section and sign the Applicant's Verification Statement, even if you are registering for accommodations identical to those that have been approved for you by ETS within the last two years.

Part II — Accommodations Requested (pages 14–15)

Complete this section, even if you are registering for accommodations that are identical to those that have been approved for you by ETS within the last two years. If you are requesting accommodations other than those listed in Part II, you must describe them under "Other Accommodations."

Part III — Certification of Eligibility: Accommodations History (pages 16–19)

Complete this section if you have used accommodations in school or in the workplace within the past three years, and if you have not been approved by ETS within the past two years for the same accommodations that you are currently requesting. The authorized person submitting the Certification of Eligibility: Accommodations History must certify that the documentation on file meets the ETS Documentation Criteria on page 16. ETS reserves the right to request the actual documentation.

STEP 6: DISABILITY DOCUMENTATION

You must submit disability documentation if:

- you are not submitting a Certification of Eligibility: Accommodations History
- you are requesting accommodations other than 50 percent (time and one-half) and/or extra breaks
- you were diagnosed with a disability within the past twelve months
- you indicate in Part I of the *Testing Accommodations Request Form* that you have a physical disability or a psychiatric condition, or you check "Other" under "Nature of your disability"
- you are requesting accommodations that are different from those that have been approved by ETS for you within the last two years
- you have not previously used the accommodations you are now requesting

If you are blind or have low vision, you do NOT need to submit documentation if you are submitting a Certification of Eligibility: Accommodations History and you are requesting only accommodations from the list below.

- | | |
|---|--|
| ○ Screen magnification | ○ Reader |
| ○ Selectable background and foreground colors | ○ Scribe |
| ○ Braille | ○ Braille slate and stylus |
| ○ Large print (test book and/or answer sheet) | ○ Perkins braille |
| ○ Computer-voiced (GRE General Test only) | ○ 50 percent extended time (time and one-half) |
| ○ Recorded audio | |

NOTE: If you are blind, a request for 100 percent extended time (double time) does not require documentation if you are submitting a Certification of Eligibility: Accommodations History and you are requesting braille, a reader, recorded audio or the computer-voiced GRE General Test.

(continued on next page)

If you are deaf or hard-of-hearing, you do NOT need to submit documentation if you are submitting a Certification of Eligibility: Accommodations History and you are requesting only accommodations from the list below.

- Listening section omitted (TOEFL test only)
- Speaking section omitted (TOEFL test only)
- 50 percent extended testing time (time and one-half)
- Extra break(s)
- Printed copy of spoken directions
- Sign language interpreter (for spoken directions only)
- Oral interpreter (for spoken directions only)

DO NOT send documentation if you are not required to do so. If documentation is not needed, submitting it will delay the review process. An Individualized Education Program (IEP) or 504 Plan alone may not be used.

STEP 7: SUBMITTING YOUR REQUEST TO ETS

An incomplete application will cause a delay in processing your request. Be sure to include:

- all completed forms (appropriate registration form and *Testing Accommodations Request Form* and ETS Vision Documentation Report, if applicable)
- disability documentation, if required
- proper test fee

Send completed requests to:

Mail: ETS Disability Services
PO Box 6054
Princeton, NJ 08541-6054

Courier Service: ETS Disability Services
225 Phillips Boulevard
Ewing, NJ 08618-1426

USING PREVIOUSLY APPROVED ACCOMMODATIONS

If your request for accommodations has been approved by ETS within the last two years, and your documentation is still current, you may request the same accommodations for any GRE, ParaPro, *Praxis*, School Leadership Series or TOEFL test during the 2012–13 testing year. If you are registering for a different test, the accommodations ETS previously approved for you within the last two years will be approved again if they are appropriate for the current test.

To register, submit:

- the **appropriate registration form** from the *Registration Bulletin* for your test program (see “Step 4: Registration Form” on page 7)
- **Part I and Part II of the *Testing Accommodations Request Form*** (see “Step 5: Testing Accommodations Request Form” on page 8); be sure to indicate the previous test name and test date
- the **appropriate fee**

(continued on next page)

PREVIOUSLY APPROVED ACCOMMODATIONS FOR *PRAXIS* PAPER-BASED TESTS

You can register for a *Praxis* paper-based test by calling Disability Services if you meet the following conditions.

- ETS has approved accommodations for you within the last two years for a *Praxis* paper-based test
- you are requesting those same accommodations for a *Praxis* paper-based test
- your documentation meets current ETS documentation criteria

See page 3 for contact information.

HOW TO REGISTER ONCE YOUR REQUEST IS APPROVED

ETS will send you an authorization letter confirming the accommodations that have been approved for you.

- **Paper-based Testing (PBT)**

When you receive your authorization letter, you are registered. The authorization letter will identify the testing location and test administrator. If the testing center cannot accommodate your request on the scheduled testing date, you will be contacted by the test administrator to arrange an alternate test date.

- **Computer-based Testing (CBT) and Internet-based Testing (iBT)**

The authorization letter will include instructions that you must follow to schedule your test. **Do not schedule a CBT or iBT test until you receive your authorization letter.** When scheduling your test, be prepared to provide the authorization/voucher number and the information contained in the letter.

- **Alternate-Format Testing (GRE revised General Test, ParaPro, *Praxis*, School Leadership Series and TOEFL only)**

A representative from ETS Disability Services will contact you to confirm the accommodations approved for you and to schedule your test.

DEADLINE FOR ACCOMMODATIONS REQUESTS

Your request for accommodations should be submitted as early as possible, especially if you are requesting an alternate test format. Documentation review takes approximately six weeks once your request and complete paperwork have been received. If additional documentation must be submitted, it can be another six weeks from the time the new documentation is received until the review is complete.

ETS is committed to producing alternate test formats as quickly as possible; however, production times may vary. Check your testing program's *Information and Registration Bulletin* or website for test dates so you can plan accordingly.

REQUESTS TO CHANGE OR CANCEL YOUR TEST

For program policies regarding requests to change or cancel tests, see the program *Information and Registration Bulletin* for the test you will be taking. Rescheduling is permitted within the same testing year.

If you are taking a CBT or iBT test and you wish to change or cancel your test, and you are scheduled to test at a Prometric center, call Prometric at 1-800-967-1139. For all other CBT or iBT testing, and for PBT testing, contact ETS Disability Services. See page 3 for contact information.

TEST PREPARATION

For information about test preparation, go to your testing program's website and follow the "Prepare for the Test" link:

- GRE Program — www.ets.org/gre
- ParaPro Assessment Program — www.ets.org/parapro
- *The Praxis Series* Program — www.ets.org/praxis
- School Leadership Series Program — www.ets.org/sls
- TOEFL Program — www.ets.org/toefl

If you need preparation materials in an alternate format, please contact ETS Disability Services. See page 3 for contact information.

Test takers are advised to consult ETS's "Tips for Test Takers with Disabilities" which is available online at www.ets.org/disabilities/tips.

SCORING AND REPORTING

Test takers who are blind can contact ETS Disability Services by phone for their test scores. See page 3 for contact information.

GRE, PARAPRO, PRAXIS AND SCHOOL LEADERSHIP SERIES TESTS

In most cases, score reports contain no indication of whether a test was taken with accommodations. In rare instances, when an accommodation significantly alters what is tested (for example, if an entire test section must be omitted), a statement may be included with the score report indicating that the test was taken with accommodations. Score reports do not indicate the nature of the disability or the accommodations given. Score recipients also are reminded that test scores should be considered only one part of an applicant's record.

TOEFL TESTS

If the TOEFL Listening section is omitted for an applicant who is deaf or hard-of-hearing, no Listening or total score will be reported. If the TOEFL Speaking section is omitted for an applicant who is deaf or hard-of-hearing, or for an applicant with a speech disability, no Speaking or total score will be reported. Only scores for the sections that are taken will be reported. The score report will indicate the section that was not taken by the examinee. No other information will be provided.

TESTING ACCOMMODATIONS REQUEST FORM

Part I — Applicant Information

Instructions: Complete this page and sign the Applicant's Verification Statement on the next page.

Today's Date: _____ / _____ / _____
Month Day Year

Applicant's Name (please print — leave one blank box between names)

[illegible]**Mailing Address**[illegible][illegible]

Gender

Male	
------	--

Female

Female	
--------	--

Date of Birth

Month

Month		
-------	--	--

Day

Day		
-----	--	--

Year

Year		
------	--	--

Social Security Number

Social Security Number - -

Day Phone Number

[illegible]**Evening Phone Number**[illegible]**Fax Number**[illegible]

Email Address

[illegible]

I would prefer that ETS communicate with me via: ☐ Email ☐ Mail ☐ Phone ☐ Fax

Test(s) I am applying for: ☐ GRE® ☐ ParaPro Assessment ☐ *The Praxis Series*™
☐ School Leadership Series ☐ TOEFL® PBT ☐ TOEFL iBT®

Nature of your disability (check all that apply):

☐ ADD/ADHD

☐ Physical disability (describe; must submit documentation)

☐ Blind/Legally blind or low vision☐ Psychiatric condition (describe; must submit documentation)☐ Deaf/Hard-of-hearing

☐ Learning disability

☐ Other (e.g., traumatic brain injury, autism spectrum disorder or health-related need; describe; must submit documentation)

When was your disability first diagnosed? _____ / _____ Date of professional's most recent evaluation: _____ / _____
Month Year Month Year

Other than testing accommodations, describe what strategies, devices or medications you ordinarily use to manage your condition:

(continued on next page)

TESTING ACCOMMODATIONS REQUEST FORM

Part I — Applicant Information (*continued*)

Applicant's Name: _____
(please print) Last First M.I.

Applicant's Verification Statement

I attest to the fact that the information recorded on this application is true, and if this application is not sufficient, I agree to provide ETS with any additional information or documentation requested in order to evaluate my request for accommodations. I also give permission to release to ETS a copy of any pertinent information required to establish the need for the accommodation(s) requested herein. If I am requesting the use of an assistive device, I am familiar with its use.

I understand that all information that is necessary to process this application must be available to ETS sufficiently in advance of the test administration date to provide time to evaluate and process my request for accommodations. I acknowledge that ETS reserves the right to make final determination as to whether any requested accommodation is warranted and appropriate.

If I am submitting Part III — Certification of Eligibility: Accommodations History, I acknowledge that my request for accommodations will not be processed if I alter or revise Part III in any way after the appropriate official has completed it. I also understand that ETS does not waive its right to ask the person who completes Part III on my behalf to submit the supporting documentation, if necessary, either before or after the test administration date.

I authorize any person completing Part III on my behalf to release this information to ETS upon ETS's request. I also understand that the documentation in support of my request for accommodations supersedes any information contained in the Certification of Eligibility: Accommodations History. For quality assurance, the Certification of Eligibility: Accommodations History may be subject to audit resulting in a review of the actual disability documentation on file.

I acknowledge that any submitted information may also be used for research purposes, and that in no case will any individual be identified by name in research studies, and that the information will be protected by the terms of ETS's Confidentiality of Data Policy.

I further understand that ETS reserves the right to withhold or cancel my scores if it is subsequently determined that, in ETS's judgment, any information presented in this application or supporting documentation is either questionable, inaccurate or used to obtain accommodations that are not necessary.

Signature of Applicant

Date

Keep a copy of this completed form for your records.

TESTING ACCOMMODATIONS REQUEST FORM

Part II — Accommodations Requested

Applicant's Name: _____
(please print) Last First M.I.

Today's Date: ____/____/____
Month Day Year

If you have received ETS approval within the last two years for accommodations identical to those you are requesting now, and your documentation is still current, please indicate the following:

Program: ☐ GRE® ☐ ParaPro Assessment ☐ The Praxis Series™
☐ School Leadership Series ☐ TOEFL® PBT ☐ TOEFL iBT®

Previous test(s) taken: _____ Previous test date(s) (month/year): _____

REQUESTED ACCOMMODATIONS (Check all that apply)

Accommodations for Computer-based Tests

- ☐ Ergonomic keyboard
- ☐ IntelliKeys keyboard
- ☐ Keyboard with touchpad
- ☐ Screen magnification
- ☐ Selectable background and foreground colors
- ☐ Trackball

Alternate Test Formats

- ☐ Braille*
- ☐ Large-print test book
- ☐ Large-print answer sheet
- ☐ Recorded audio with tactile figure supplement* (GRE revised General Test and *Praxis I: PPST*® Mathematics test only)
- ☐ Recorded audio with large-print figure supplement* (GRE revised General Test and *Praxis I: PPST* Mathematics test only)
- ☐ Recorded audio (GRE revised General Test, *Praxis I: PPST* Reading and Writing tests and TOEFL test only)
- ☐ Computer-voiced with tactile figure supplement (GRE General Test in U.S. only)*
- ☐ Computer-voiced with large-print figure supplement (GRE General Test in U.S. only)*
- ☐ Listening section omitted (TOEFL test only)**
- ☐ Speaking section omitted (TOEFL test only)***
- ☐ Extended time for spoken responses (TOEFL test only)****

* Only applicants who are blind or have low vision

** Only applicants who are deaf or hard-of-hearing

*** Only applicants who are deaf or hard-of-hearing or have speech disabilities

**** Only applicants who have speech disabilities (**NOTE:** Extended time for the TOEFL test generally does not apply to spoken responses; applicants who need extended time for spoken responses because of a speech disability need to request an alternate test format)

(continued on next page)

TESTING ACCOMMODATIONS REQUEST FORM

Part II — Accommodations Requested (*continued*)

Applicant's Name: _____
(please print) Last First M.I.

Assistance (NOTE: If you are requesting a reader and/or a scribe, and your disability is not blindness or low vision, you must submit documentation for review.)

- ☐ Reader
- ☐ Scribe
- ☐ Braille slate and stylus (for note taking only)*
- ☐ Perkins brailler (for note taking only)*
- ☐ Sign language interpreter (for spoken directions only)**
- ☐ Oral interpreter (for spoken directions only)**
- ☐ Printed copy of spoken directions (for PBT tests only)

Extended Testing Time (NOTE: All tests are timed; if you are requesting more than 50 percent extended time, documentation must be submitted)

- ☐ 50 percent (time and one-half) ☐ 100 percent (double time)

Extra Breaks

- ☐ Yes

Other Accommodations. If you are requesting accommodations other than those listed above (e.g., separate room or calculator), please describe them below and submit appropriate documentation.

* Only applicants who are blind or have low vision

** Only applicants who are deaf or hard-of-hearing

TESTING ACCOMMODATIONS REQUEST FORM

Part III — Certification of Eligibility: Accommodations History

Applicant's Name: _____
(please print) Last First M.I.

A completed Certification of Eligibility: Accommodations History will only be considered in lieu of disability documentation from qualified applicants

1. with learning disabilities and/or ADHD, who are requesting **only 50 percent extended time** and/or **additional breaks**; or
2. with visual impairments or hearing losses, who are requesting those accommodations listed on pages 8–9 for these conditions.

For any other accommodations (e.g., double time, separate room, reader, etc.) applicants must submit disability documentation directly to ETS for review.

This form **must** be completed and signed by an authorized professional representing one of the following:

- Office of Disability Services at test taker's college or university
- Human Resources office at test taker's place of employment
- Department of Vocational Rehabilitation (DVR) office in test taker's state of residence

Forms completed and signed by a member of the applicant's family, or by the licensed and/or certified professional who diagnosed the disability, will not be considered.

DIRECTIONS FOR COMPLETING THE CERTIFICATION OF ELIGIBILITY: ACCOMMODATIONS HISTORY

The authorized professional should complete Part III **only** if able to initial points a–b below.

- a) _____ the documentation on file for the applicant is current according to the currency criteria set forth at www.ets.org/disabilities, meets all other ETS Documentation Criteria set forth below and supports the need for each of the requested accommodations; **and**
- b) _____ the applicant is currently using these accommodations (or has used them within the past three years) based on the stated disability at either a college/university, at a place of employment or in conjunction with vocational rehabilitation services.

ETS Documentation Criteria

Documentation on file for the applicant **must**:

- **clearly state the diagnosed disability or disabilities**
- **describe the functional limitations** resulting from the disability or disabilities
- **be current** — i.e., completed within the last five years for LD, last six months for psychiatric disabilities or last three years for ADHD and all other disabilities (**NOTE**: this requirement does not apply to physical or sensory disabilities of a permanent or unchanging nature)
- **include complete educational, developmental and medical history** relevant to the disability for which accommodations are being requested
- **include a list of all test instruments** used in the evaluation report and relevant subtest scores used to document the stated disability (this requirement does not apply to physical or sensory disabilities of a permanent or unchanging nature)
- **describe the specific accommodation(s) requested**
- **adequately support each requested accommodation**
- **be typed or printed on official letterhead** and **be signed** by an evaluator qualified to make the diagnosis (include information about license or certification and area of specialization)

(continued on next page)

TESTING ACCOMMODATIONS REQUEST FORM

Part III — Certification of Eligibility: Accommodations History (*continued*)

Applicant's Name: _____
(please print) Last First M.I.

Provide the following information regarding the disability documentation on file:

1. Name and credentials of professional who administered the most recent evaluation
2. Applicant's diagnosed disability or disabilities, as stated in the documentation, for which accommodations have been granted

3. Date of professional's most recent evaluation: _____ / _____
Month Year

4. Has the applicant received accommodations within the past three years in college and/or employment?

☐ Yes ☐ No

If yes, please check the accommodations received:

Accommodations for Computer-based Tests

- | | | |
|---|--|---|
| <input type="checkbox"/> Ergonomic keyboard | <input type="checkbox"/> Keyboard with touchpad | <input type="checkbox"/> Screen magnification |
| <input type="checkbox"/> IntelliKeys keyboard | <input type="checkbox"/> Selectable background and foreground colors | <input type="checkbox"/> Trackball |

Alternate Test Formats

- ☐ Braille*
- ☐ Large-print test book
- ☐ Large-print answer sheet
- ☐ Recorded audio with tactile figure supplement
- ☐ Recorded audio with large-print figure supplement
- ☐ Recorded audio
- ☐ Computer-voiced with tactile figure supplement*
- ☐ Computer-voiced with large-print figure supplement *
- ☐ Listening section omitted**
- ☐ Speaking section omitted***
- ☐ Extended time for spoken responses****

* Only applicants who are blind or have low vision

** Only applicants who are deaf or hard-of-hearing

*** Only applicants who are deaf or hard-of-hearing or have speech disabilities

**** Only applicants who have speech disabilities

(continued on next page)

TESTING ACCOMMODATIONS REQUEST FORM

Part III — Certification of Eligibility: Accommodations History (*continued*)

Applicant's Name: _____
(please print) Last First M.I.

Assistance (NOTE: If the applicant is requesting a reader and/or a scribe, documentation must be submitted for review)

- | | |
|---|---|
| <input type="checkbox"/> Reader | <input type="checkbox"/> Sign language interpreter (for spoken directions only)** |
| <input type="checkbox"/> Scribe | <input type="checkbox"/> Oral interpreter (for spoken directions only)** |
| <input type="checkbox"/> Braille slate and stylus (for note taking only)* | <input type="checkbox"/> Printed copy of spoken directions (for paper-based tests only) |
| <input type="checkbox"/> Perkins braille (for note taking only)* | |

Extended Testing Time (NOTE: All tests are timed; if applicant is requesting more than 50 percent extended time, documentation must be submitted)

- ☐ 50 percent (time and one-half) ☐ 100 percent (double time)

Extra Breaks

- ☐ Yes

Other Accommodations. If the applicant uses accommodations other than those listed above and on the previous page (e.g., separate room or calculator), please describe them below:

5. During what period of time has the applicant used the above accommodations?

From: _____ To: _____
(mm/dd/yy) (mm/dd/yy)

6. Where has the applicant used the accommodations?

- ☐ College/university
☐ Place of employment
☐ Other (indicate): _____

* Only applicants who are blind or have low vision

** Only applicants who are deaf or hard-of-hearing

All requests for accommodations are subject to approval by ETS and must meet ETS's Documentation Criteria on page 16. For more detailed information and the policy statements for documentation of learning disabilities (LD), attention-deficit hyperactivity disorder (ADHD), hearing loss and physical and psychiatric disabilities, please visit www.ets.org/disabilities.

The *ETS Vision Documentation Report* form is on pages 20–21 of this *Supplement*.

(continued on next page)

TESTING ACCOMMODATIONS REQUEST FORM

Part III — Certification of Eligibility: Accommodations History (*continued*)

Applicant's Name: _____
(please print) Last First M.I.

Authorized Professional's Verification Statement

To be signed by an authorized person in the Office of Disability Services, a Human Resources counselor at place of employment or a Vocational Rehabilitation counselor. **NOTE:** The evaluator who conducted the testing cannot complete this form.

I certify that the accommodations indicated in Part III are those that were documented as necessary and approved for the applicant.

I certify that I have reviewed the Educational Testing Service (ETS) Documentation Criteria (including ETS policy statements and guidelines about LD, ADHD and psychiatric disabilities, if applicable), and that the applicant's documentation supporting the disability or disabilities and the need for specific accommodations meets those criteria and is on file in this office. For quality assurance, Part III — Certification of Eligibility: Accommodations History may be subject to an audit resulting in a review of the actual disability documentation on file.

In the event that ETS requests a copy of any of the documentation cited above, I agree to send ETS, for its consideration, the complete file of documentation pertinent to establishing the need for these accommodations. I understand that the applicant authorizes the release of this information pursuant to the applicant's verification statement.

I also understand that if ETS determines at any time that the applicant's documentation does not meet ETS's Documentation Criteria, ETS will withhold or cancel the applicant's score(s).

Signature of Authorized Person

Date

Print Name

Title

Name of Institution/Agency/Place of Employment

Telephone

Fax #

Email address

Attach Business Card Here

ETS VISION DOCUMENTATION REPORT

Applicant's Name: _____
(please print) Last First M.I.

If you are blind or have low vision, please see "Step 6: Disability Documentation" on pages 8–9 for information about whether or not you need to submit documentation, including this form.

If your disability is something other than blindness or low vision, you do NOT need to submit this form.

The ETS Vision Documentation Report is composed of two parts:

- **Part I** addresses diagnosis, visual acuity, eye health and visual fields, and must be completed by a qualified professional (an optometrist or an ophthalmologist) who is familiar with the applicant's disability and can address all relevant sections. The professional should refer to specific tests, clinical observations or other objective data and provide documentation of test results where relevant.
- **Part II** addresses the functional impact of the disability on processing speed, reading and/or test taking. This should be completed by an ophthalmologist or optometrist or by a psychologist or a reading or learning specialist with relevant training and experience.

NOTE: If you are legally blind and will test exclusively with tactile or auditory input (braille, reader, recording), making no use of visual material, your evaluator only needs to complete Part I, sections A and B (current diagnosis and visual acuity).

To prevent delays in the processing of accommodation requests, it is very important that all information provided be legible.

PART I: VISUAL AND MEDICAL HISTORY

A. Current Diagnosis (including a statement as to whether the condition is progressive or stable):

B. Best Corrected Visual Acuities for Distance and Near Vision:

Please complete only those sections below and on the next page that are relevant to the applicant.

C. Eye Health:

D. Visual Fields: threshold fields, not confrontation (provide measurements and copies of reports)

(continued on next page)

ETS VISION DOCUMENTATION REPORT *(continued)*

Applicant's Name: _____
(please print) Last First M.I.

E. Binocular Evaluation: eye deviation (provide measurements), diplopia, suppression, depth perception, convergence, etc. Specify whether the applicant experiences difficulty with distance, near-point or both.

F. Accommodative Skills: at near point, with and without lenses (provide measurements)

G. Oculomotor Skills: saccades, pursuits, tracking

PART II: FUNCTIONAL IMPACT

Describe how the applicant's diagnosis and symptoms may impact his or her ability to take a standardized test. Please include a strong rationale for each of the requested accommodations. Recommendations cannot be supported solely by a history of prior accommodations.

It may be appropriate to include:

- standardized measures of reading rate and processing speed,
- clinical observations,
- the applicant's history and current use of support services, and/or
- specific information concerning the applicant's functioning in either a paper-based or a computer-based testing situation. (**NOTE:** Not all formats are available for all tests.)

I certify that all of the information on this form is true and correct to the best of my knowledge.

Print Name

Signature

License/Certification Number

Date

GLOSSARY

ADHD: Attention-deficit hyperactivity disorder, a persistent pattern of inattention and/or hyperactivity that is more frequent and severe than is typically observed in individuals with comparable levels of development.

Alternate format: Type of test format; examples include large print, braille and recorded audio.

Braille slate and stylus: A device that enables a braille user to manually emboss braille dots onto paper. Only available for applicants who are blind or have low vision.

CBT: Computer-based test. Also refers to a specific ETS testing platform used for some ETS tests.

Certification of Eligibility: Accommodations History: A verification statement signed by an authorized professional who verifies the applicant's accommodations history and certifies that there is documentation on file that meets the ETS Documentation Criteria.

Computer-voiced with tactile figure supplement: A test taken on computer that provides synthetic speech and keyboard navigation for test takers who are blind or have low vision. A raised-line figure supplement with labeling in braille is provided for graphics. Available only for applicants who are blind or have low vision for the GRE General Test in the U.S. only.

Computer-voiced with large-print figure supplement: A test taken on computer that provides synthetic speech and keyboard navigation for test takers who are legally blind or have low vision. A large-print figure supplement is provided. Available only for applicants who are legally blind or have low vision for the GRE General Test in the U.S. only.

Ergonomic keyboard: A computer keyboard designed to minimize muscle strain and related problems.

Extra breaks: Breaks other than regularly scheduled breaks that are not included in the testing time. Extra breaks can be taken as needed for snacks, beverages, medication, rest room trips, etc.

Extended testing time: Extra time to take the test. The amount of extended testing time is correlated to the test taker's disability or functional limitations. Fifty percent extended testing time is time and one-half; 100 percent extended time is double time (documentation is required for 100 percent extended time or more).

iBT: Tests delivered via the Internet. A specific ETS test platform used for some ETS tests.

IntelliKeys keyboard: A programmable alternative keyboard that enables users with physical and/or visual disabilities to easily type, enter numbers, navigate on-screen displays and execute menu commands.

Keyboard with touchpad: A standard computer keyboard with a built-in touchpad. The touchpad allows the user the option of either using no external mouse or using a secondary pointing device.

Large-print answer sheet: An answer sheet for multiple-choice questions with large blocks that the test taker can mark with X's, rather than smaller boxes or ovals that need to be filled in.

LD: Learning disability.

Minor accommodations: Accommodations that do not affect the test delivery or response, such as a footstool, earplugs, a special chair/desk or a cushion.

(continued on next page)

Oral interpreter: A trained interpreter who silently mouths speech for a deaf or hard-of-hearing test taker who is able to speechread. An oral interpreter may also use facial expressions and gestures and may paraphrase the language used by the speaker. This accommodation is provided for spoken directions only and is available only for applicants who are deaf or hard-of-hearing.

PBT: Paper-based test. This includes any test that is ordinarily given on paper rather than on computer; or paper-based testing may be offered as an accommodation for a computer-based test.

Perkins braille: A braille typewriter with a key corresponding to each of the six dots of the braille code. It is permitted for note taking only. Available only for applicants who are blind or have low vision.

Printed copy of spoken directions: For paper-based tests only. (All directions are provided on screen for computer-based tests.)

Reader: A person who reads the test aloud to the test taker. Typically for an individual with learning disabilities or traumatic brain injury or a test taker who is blind or has low vision. A reader reads the test directions, questions and answer choices to the test taker. A reader does not interpret, reword or explain the test, though the reader may repeat test content at the test taker's request.

Recorded audio with tactile figure supplement: An audio recording of the test accompanied by a raised-line figure supplement to enable a test taker who is blind or has low vision to feel the figures. The figure supplement is labeled in braille.

Recorded audio with large-print figure supplement: An audio recording accompanied by a set of enlarged figures, primarily for test takers with low vision.

Screen magnification: Enlarging the size of everything displayed on the computer screen.

Scribe: A person who writes down, or otherwise records, the test taker's responses. The scribe does not correct spelling, create answers for the test taker or help the test taker identify correct answers. The scribe simply writes the test taker's answers down on the test or answer sheet or types them into a computer.

Selectable background and foreground colors: A feature on computer-based tests that permits the test taker to select the colors of the background and the text to improve contrast and minimize eyestrain.

Sign language interpreter: An individual who communicates with the test taker using sign language. Available only for applicants who are deaf or hard-of-hearing for spoken directions only.

Spellchecker: An ETS-approved spellchecker is a simple hand-held device that is sent prior to the test date to test takers who qualify for this accommodation. It is NOT the standard computer-based spellchecker included in programs such as Microsoft® Word.

Trackball: A pointing device consisting of a ball held by a socket containing sensors to detect a rotation of the ball. The user rolls the ball with the thumb, fingers or palm of the hand to move a pointer or cursor on the screen. Used as an alternative to a mouse.



Listening. Learning. Leading.®

Proposed *HiSET* Program Planning and Implementation Schedule – 2014

Proposed *HiSET* Program Planning and Implementation Schedule – 2014

Full Proposed <i>HiSET</i> Program Planning and Implementation Schedule - 2014 for the West Virginia High School Equivalency Assessment Program						
TASK	TASK CATEGORY	ACTIVITY	DELIVERABLE	RESPONSIBLE PARTY	DUE DATE FOR OCTOBER 1 Contract Award	NOTE
1	Memorandum of Understanding	Develop the State contract terms and conditions.	ETS delivers contract for review and comments.	ETS/State	October	Start immediately upon award announcement
2	Memorandum of Understanding	Develop the testing center MOU and DOC-MOU.	ETS delivers MOUs. Note: State will deliver testing center MOU to testing centers. State and Test Center sign MOUs and return to ETS.	ETS/State/Testing Center	October	Start immediately upon award announcement
3	Memorandum of Understanding/Testing Center Agreement	Provide final approval of State MOU.	ETS delivers final signed MOU.	ETS/State	October	Start immediately upon award announcement
4	Press Release	Develop <i>HiSET</i> announcement with ETS.	State and ETS release <i>HiSET</i> announcement.	ETS/State	October	Start immediately upon award announcement
5	State Fees	Determine testing fees; including testing center fee and collection method.	State sends ETS the state-eligibility requirements.	ETS/State	October	Start immediately upon award announcement
6	Test Fee Collection Process / Refund and Cancellation Policy	Provide test fee collection, refund and cancellation policies.	ETS provides test fee collection, refund, and cancellation policies.	ETS	October	
7	Test Fee Collection Process / Refund and Cancellation Policy	ETS sets up <i>HiSET</i> payment guidance sheet to assist test taker with cash-only payment.	Post <i>HiSET</i> payment guidance sheet to help test taker with cash-only payment.	ETS	November/December	
8	Data Extract File	ETS client extract schema.	ETS delivers client extract schema	ETS/State	October	Start immediately upon award announcement
9	Data-Test Taker	Collect candidate demographic data (e.g., name, DOB, SSN, address, e-mail).	ETS provides final demographic data criteria to the State.	ETS	October	Start immediately upon award announcement
10	Test Development	Provide one form in Spanish.	ETS posts PDFs for three Spanish forms across the five content areas.	ETS	October/November	
11	Test Development	Provide CBT packages for State review (CBT will mirror the PBT forms).	ETS posts PDFs for each of the three Operational forms across the five content areas (same as PBT forms).	ETS	October	
12	Test Development	Provide two forms in Braille (English) for each of the five content areas; one test for each content area at launch.	ETS production of Braille form across each of the five content areas on demand. Post the forms sent for Braille and audio in November.	ETS	November	
13	Test Development	Provide two tests in audio (English) for each of the five content areas; one test for each content area at launch and one on demand.	ETS provides audio across each of the five content areas. Post the forms sent for audio in November.	ETS	October	
14	Test Development	Provide two tests in audio (Spanish) for each of the five content areas; one test for each content area at launch and one on demand.	ETS provides audio across each of the five content areas.	ETS	December	

TASK	TASK CATEGORY	ACTIVITY	DELIVERABLE	RESPONSIBLE PARTY	DUE DATE FOR OCTOBER 1 Contract Award	NOTE
15	Test Development	Provide two tests in Large Print (14-point English) for each of the five content areas.	ETS posts one PDF Large Print (English) form for each of the five content areas.	ETS	November	
16	Test Development	Provide two tests in Large Print (14-point Spanish) for each of the five content areas.	ETS posts one PDF of a Large Print (Spanish) form across each of the five content areas.	ETS	November	
17	Answer Sheet	Provide answer sheet.	Post answer sheet to workspace for State to review.	ETS	October	
18	Answer Sheet	Provide UPS self-service account to order pre-printed return mailing labels for the secure return of used paper answer sheets.	ETS delivers pre-printed return mailing labels for the secure return of used paper answer sheets.	ETS	November	
19	Test Claims – Validity and Reliability	Validity brochure to outline the alignment to CCSS, fairness, construct validity.	ETS distributes validity brochure in marketing packet.	ETS	October	
20	Test Claims – Validity and Reliability	Alignment to the <i>Standards for Education and Psychological Testing</i>	ETS provides alignment to the <i>Standards for Education and Psychological Testing</i> .	ETS	October	
21	Test Claims – Validity and Reliability	Crosswalk to GED test prep materials and current curriculum for predictability of <i>HiSET</i> .	ETS test prep materials crosswalk available in marketing packet.	ETS	October	
22	Test Claims – Validity and Reliability	Provide crosswalk for <i>HiSET</i> vs. GED scores (norming included).	ETS distributes crosswalk.	ETS	October	
23	Test Claims – Validity and Reliability	Alignment guide to the new CCRS from OVAE	ETS CCRS guide available in marketing packet.	ETS	October	
24	Student Prep Materials	Provide free practice test.	ETS free practice test available via the informational portal.	ETS	October	
25	Student Prep Materials	Provide for-sale practice test.	ETS delivers the for-sale practice test via the informational portal.	ETS	November	
26	Student Prep Materials	Study Companion	ETS delivers Study Companion.	ETS	December	
27	Training Materials/Tutorials/Demos	<i>HiSET</i> program manual (all-inclusive for PBT/CBT)	ETS sends the <i>HiSET</i> program manual to State to review and return comments.	ETS	October	
28	Training Materials/Tutorials/Demos	Provide one hard copy of the <i>HiSET</i> program manual (all-inclusive for PBT/CBT).	ETS provides one hard copy of the <i>HiSET</i> program manual to State prior to training.	ETS	October	
29	Training Materials/Tutorials/Demos	Provide <i>HiSET</i> program manual (PBT/CBT), including final screen shots of portal capability.	ETS delivers the <i>HiSET</i> program manual via the informational site.	ETS	November	
30	Training Materials/Tutorials/Demos	Test-taker tutorial (iBT navigation)	ETS delivers test-taker tutorial (iBT navigation).	ETS	October	
31	Training Materials/Tutorials/Demos	iBT demo package (for testing center staff)	ETS delivers iBT demo package for testing center administrator audience.	ETS	November	

TASK	TASK CATEGORY	ACTIVITY	DELIVERABLE	RESPONSIBLE PARTY	DUE DATE FOR OCTOBER 1 Contract Award	NOTE
32	Training Materials/Tutorials/Demos	Demonstrate the portal's capability.	ETS simulates <i>HiSET</i> portal capability via eReg Sandbox.	ETS	Webinar format	
33	Training Materials/Tutorials/Demos	<i>HiSET</i> program workspace	ETS provides access to <i>HiSET</i> program SharePoint site to share program documentation.	ETS	October	
34	Training	Conduct teacher training.	ETS delivers teacher training via webinar.	ETS/State	October/early November	
35	Training	Conduct Chief Examiner and Supervisor training.	ETS delivers Chief Examiner and Supervisor training.	ETS/State	October/early November	
36	Training	Conduct state personnel training, as needed.	ETS delivers webinar training to key personnel, as requested.	ETS/State	October/November	Deadline to meet January 2, 2014 Administration
37	Training	ETS conducts training with technical leads.	ETS conducts technical training with state technical lead and one primary testing site Chief Examiner/Supervisor.	ETS/Test Centers	October/November	Deadline to meet January 2, 2014 Administration
38	Data Collection	Center Master Form (CMF) to collect testing center profile and capacity	ETS distributes to testing centers after State sends transition email with attachments. Testing centers return within 10 business days.	ETS/Test Centers	October	Deadline to meet January 2, 2014 Administration
39	Data Collection	State provides list of its approved testing centers.	State delivers to ETS a list of state-approved testing sites.	State	October	Deadline to meet January 2, 2014 Administration
40	Data Collection	State provides a list of approved state administrators and testing site chief examiners.	State delivers list of approved state and testing center administrators.	State	October	
41	Portal Access	Provide appropriate user identification and password permissions to the State Administrators.	ETS provide process for State to obtain credentials.	ETS/State	October	
42	PBT Pilot (November 18-22)	Provide final list of PBT-only testing centers based on ETS Pilot specifications.	Participation in Pilot depends on date of contract award and completion of implementation meeting with ETS.	State	Late October	Participation in Pilot is dependent on: 10/1 contract award with immediate start to on-board test centers and personnel.
43	Test Taker Registration	Provide procedures to investigate, communicate, and resolve application irregularities.	ETS provides protocol.	ETS	October	
44	Test Taker Registration	Collect Background Information Questions (BIQ).	ETS provides final BIQ criteria to the State.	ETS	October	
45	Test Taker Eligibility	Testing centers will verify eligibility on test day.	State testing centers verify test taker eligibility.	State	Policy	
46	Test Taker Eligibility	Provide a link directing test taker to state eligibility rules on informational portal.	ETS provides capability to allow test taker access to State eligibility requirements via the portal.	ETS	November	

TASK	TASK CATEGORY	ACTIVITY	DELIVERABLE	RESPONSIBLE PARTY	DUE DATE FOR OCTOBER 1 Contract Award	NOTE
47	Test Taker Eligibility	"Options candidate" will schedule test with testing center administrator and/or school coordinator.	ETS provide "HiSET Options" requirements to State.	ETS	November	
48	Test Taker Eligibility	Provide pre-test verification (OPT) prior to scheduling test.	ETS provides capability for test taker to view the pre-test eligibility requirements via portal.	ETS	November	
49	Test Taker Eligibility	Voucher program	ETS provides voucher program procedures, if applicable, to State.	ETS	October	
50	Test Administration	Provide continuous testing administrations.	ETS delivers and supports continuous test administrations.	ETS	Policy	
51	Test Administration	Provide test takers per testing center based on current data to project testing volume.	Provide test takers per test center based on current data.	State	October	
52	Testing Centers	Provide seat capacity, hours of operation, profile data, type of center, exceptions, etc.	Testing centers fill out Center Master Form (CMF) template with seat capacity, hours of operation, profile data, type of center, exceptions, etc.	Testing Site	October	Return of the Center Master Form mid October to meet November on-boarding window.
53	Testing Centers	Start on-boarding testing centers.	ETS provides schedule for on boarding with centers.	ETS	October	
54	Testing Centers	Provide testing center with ETS qualifications for offering computer-based testing.	See minimum system specifications.	ETS	October	
55	Testing Centers	Notify State of any incidents occurring at the testing center.	ETS will notify the State of reported incidents occurring at the testing center.	ETS	October	
56	Testing Centers	Notify ETS of any incidents that may result in a compromise of test materials.	Testing center will immediately report to ETS any incidents that may result in a compromise of test materials.	Testing Site	Policy	
57	Testing Centers	Pre-approve selected testing centers.	State will be responsible for pre-approving selected testing centers.	State	Policy	Deadline to meet January 2, 2014 Administration
58	Testing Centers	Provide state-selected testing centers (addendum centers).	State delivers to ETS the final list of selected testing centers (including addendum centers).	State	Policy	Deadline to meet January 2, 2014 Administration
59	Testing Centers	Hire or manage testing center personnel or compensate them.	State will be responsible for hiring or managing testing center personnel or compensating them.	State/Testing Site	Policy	

TASK	TASK CATEGORY	ACTIVITY	DELIVERABLE	RESPONSIBLE PARTY	DUE DATE FOR OCTOBER 1 Contract Award	NOTE
60	Testing Centers	Actions taken by testing center personnel or occurring at the testing center -- and any delays, accidents, incidents, security breaches, testing center personnel or test taker actions or other unforeseen circumstances occurring at the testing centers.	State is responsible for any actions taken by testing center personnel or occurring at the testing centers -- and any delays, accidents, incidents, security breaches, test center personnel or test taker actions or other unforeseen circumstances occurring at the testing centers.	State/Testing Site/ETS recommendation	Policy	
61	Testing Centers	Establish policies for the admission of candidates at the testing centers.	Testing center will be responsible for establishing policies for the admission of test takers at the testing centers.	State/Testing Site	Policy	
62	Testing Centers	Establish testing center guidelines and policies and conduct testing center compliance audits.	State with ETS recommendation will be responsible for establishing testing center guidelines and policies and conducting testing center compliance audits.	State/ETS	Policy	
63	Testing Center Administrator	Selected list of approved testing center chief examiners/supervisors.	State sends ETS list of approved testing center personnel.	State	October	Deadline to meet January 2, 2014 Administration
64	Testing Center Administrator	STN seat capacity schedule and profile information.	Testing centers complete and return STN seat capacity schedule and profile information.	State/Testing Site	October/November	
65	Testing Center Administrator	Attend face-to-face and/or webinar training provided by ETS.	Testing center administrator will attend training provided by ETS.	State/Testing Site	Policy	
66	Testing Center Administrator	Complete eLearning.	Testing center administrator will complete eLearning (applicable to CBT and PBT -- Cover policy at training).	State/Testing Site	Policy	eLearning will start late October/early November.
67	Testing Center Administrator	Revoke administration rights at testing center.	State will set guidelines.	State	October	
68	Testing Center Administrator	Provide guidance on testing center administrator qualification requirements.	State will set guidelines (ETS provides input).	State	Policy	
69	Accommodations	ETS provides recommended accommodations policy guidelines to State.	Enforce ETS policy and procedures at training. Review approval timeline.	ETS	November	
70	Accommodations	Comply with appropriate ADA-required testing guidelines.	Testing centers to comply with appropriate ADA-required testing guidelines.	State/Testing Site	Policy	
71	Test Materials Ordering	Order test materials.	State/testing center order test materials via the portal. HiSET test materials are provided at no cost to State.	State/Testing Site	Return of the Center Master Form and completion of profile set up required before materials ordering can start.	

TASK	TASK CATEGORY	ACTIVITY	DELIVERABLE	RESPONSIBLE PARTY	DUE DATE FOR OCTOBER 1 Contract Award	NOTE
72	Test Materials Tracking	Provide a web-based portal where approved State personnel can order <i>HiSET</i> testing materials.	ETS deliver a web-based portal where approved State personnel will place test material orders.	State/Testing Site	November	
73	Test Materials Shipping	Ship the secure paper-based test materials and include the pre-printed return labels and packets.	ETS will ship the secure paper-based test materials and include the pre-printed return labels and packets.	ETS	November Start is dependent on Profile set up completion.	
74	Test Materials Shipping	Employ 100 percent materials accountability and reconciliation for PBTs.	ETS provides protocol for 100 percent materials accountability and reconciliation.	ETS	November/December	
75	Test Security	Provide security procedures and the reasons for them.	ETS OTI will provide security procedures and the reasons for them (i.e., define roles and responsibility -- State/TC vs. ETS -- for things such as breaches in security requirements).	ETS	Policy	
76	Test Security	Store the test materials in a secure area.	Testing center will store the test materials in a secure area.	Testing Site	Policy	
77	Test Security	Report to ETS any incident that may result in a compromise of test materials.	Testing center will report to ETS any incident that may result in a compromise of test materials.	Testing Site	Policy	
78	Test Security	Handle all test materials in strict accordance with the instructions in the testing center administrator's manual.	Testing center will handle all test materials in strict accordance with the instructions in the testing center administrators manual.	Testing Site	Policy	
79	Answer Sheet Return	Return completed answer sheets to ETS within 24 hours of a test taker completing test.	Testing center will return completed answer sheets to ETS within 24 hours of a test taker completing test.	Testing Site	Policy	
80	Customer Service	Establish toll-free phone, e-mail, and fax to support testing sites from 8 a.m.-5 p.m. local time Monday through Friday.	ETS establishes toll-free phone, e-mail, fax to support testing centers from 8 a.m.-5 p.m. local time Monday through Friday.	ETS	October 11, 2013	
81	Customer Service	Communicate SLAs to report all technical problems to the state agency by telephone.	ETS sets turnaround time and process for reporting technical problems.	ETS	October	
82	Computer based Testing (iBT) Technical Requirements	Confirm that minimal technical requirements for testing center iBT delivery are met.	Testing center will confirm minimal technical requirements for testing center iBT delivery.	Testing Site	October	
83	Scoring Specifications	Provide each step of the test scoring and results, including QC steps and technical requirements for data transfer to follow by testing center.	ETS provides scoring specifications and technical requirements for data transfer (if applicable).	ETS	November	
84	Scanning PBT Tests	Scan upon receipt a properly submitted answer sheet.	ETS will scan upon receipt a properly submitted answer sheet.	ETS	Policy	

TASK	TASK CATEGORY	ACTIVITY	DELIVERABLE	RESPONSIBLE PARTY	DUE DATE FOR OCTOBER 1 Contract Award	NOTE
85	Scoring PBT	Post the candidate data to the <i>HiSET</i> portal for multiple choice.	ETS posts the test taker data to the <i>HiSET</i> portal within 3-5 business days. Upon receipt of a properly submitted answer sheet and after scoring QC has been successfully performed, scores will be made available on the portal within two days for MC.	ETS	January-December 2014	
86	Scoring CBT	Display the test taker's unofficial scores upon completion of each test.	ETS iBT platform displays unofficial scores to the test taker at the completion of each test.	ETS	January-December 2014	
87	Scoring CBT	Provide essay scores on the portal within 6-8 business days.	ETS provides essay scores on the portal within 6-8 business days.	ETS	January-December 2014	
88	Individual Test Taker Score Event	Generate formatted transcripts for test takers after each testing event. The transcript will be available for online viewing through the portal once scoring QC has been successfully performed.	ETS will determine the standard transcript format. ETS sends State the transcript to review.	ETS	October	
89	Individual Test Taker Score Event	Provide scores and performance information specific to that title and that scoring event.	ETS will provide a score report to include scores and performance information specific to that title and that scoring event.	ETS	January 2, 2014	
90	Individual Test Taker Score Event	Provide draft score report format for review.	ETS provides draft score report format for review.	ETS	October	
91	Individual Test Taker Score Event	Provide PDF score report for printing by test taker.	ETS will provide PDF transcript for printing by test taker.	ETS	November	
92	Individual Test Taker Score Event	ETS will mail the score report for a fee upon request by test taker.	ETS will mail the score report for a fee upon request by test taker.	ETS	October/November	
93	Cumulative Test Taker Score Report	Provide a formatted cumulative score report for test taker to access through the portal after each testing event. See notes.	Provide a formatted cumulative score report for test taker to access through the portal after each testing event.	ETS	January 2, 2014	
94	Cumulative Test Taker Score Report	Provide draft score report format for review.	Provide transcript format for review.	ETS	October	
95	Cumulative Test Taker Score Report	Provide downloadable PDF transcript for printing by test taker.	ETS provides downloadable PDF transcript for printing by test taker.	ETS	January 2, 2014	
96	Cumulative Test Taker Score Report	Upon request: mail transcript for a fee.	ETS will mail transcript for a fee.	ETS	January 2, 2014	
97	State Summary Reports	Provide test summary reports/rosters via the portal.	ETS will provide test summary reports/roster via the portal.	TBD	November 1, 2014	
98	Test Taker Data	Assign unique identifier to each test taker.	ETS <i>HiSET</i> portal will generate a unique candidate ID.	ETS/State	November 1, 2014	
99	Test Taker Data	Provide data feed based on state frequency requirement.	ETS provide data feed based on State frequency requirement.	ETS/State	January 2, 2014	

TASK	TASK CATEGORY	ACTIVITY	DELIVERABLE	RESPONSIBLE PARTY	DUE DATE FOR OCTOBER 1 Contract Award	NOTE
100	Data Transfer	Provide Secure file transfer site.	Extracts will be placed on ETS's Secure File Transfer site and be accessible via step, using an ETS-provided username and password. This server is accessible at nsftp.ets.org. Each client will have its own folder, which is only accessible by that client.	ETS	November	
101	Test Taker Diploma	Daily feed will allow State to develop diploma.	State to develop and deliver test taker diploma.	State	January 2, 2014	
102	Test Taker Diploma	Daily feed will allow State to develop customized report.	Daily feed will allow State to develop customized report.	State	January 2, 2014	
103	Score Recipients	Designated Institution (DI)	ETS to provide process for test taker to identify institution as score recipient.	ETS	November	
104	Billing and Invoice	Define billing cycle.	ETS defines billing cycle start and end dates.	ETS	October	
105	Billing and Invoice	Define billing and invoicing requirements.	ETS defines billing and invoicing requirements.	ETS	October	
106	Billing and Invoice	Provide sample invoice to State to confirm it meets needs.	ETS provides sample ETS invoice to State to confirm it meets needs.	ETS	November	
107	Department of Corrections	Provide solution to State.	ETS delivers PBT and CBT for the DOC site(s). PBT delivery will follow standard protocol with modified registration processes. CBT will be disconnected testing: CBT-delivered tests will have the ability to be delivered in a standalone environment while testing (i.e., without being connected to the Internet).	ETS	October	
108	Phase 2	future test battery when standards are final. State collaborates with ETS in assessment development and depth of course curriculum.	ETS collaborates with State so that course will maintain alignment with high school curriculum.	ETS/State	January	

TASK	TASK CATEGORY	ACTIVITY	DELIVERABLE	RESPONSIBLE PARTY	DUE DATE FOR OCTOBER 1 Contract Award	NOTE
109	End of Contract Transition	End of Contract Transition (either through the successful completion of the contract period or through termination).	ETS will participate in the transfer of all student data and testing information to the State at the conclusion of the contract. Approved State personnel will have continuous access to all student data and testing information via the secure web-based portal from Contract start to end or through termination. <i>The ETS protocol for transition will be the same as outlined in implementation plan under Task Categories 8 and 9; 101-104.</i>	ETS/State	December 31, 2014	

ADDENDUM ACKNOWLEDGEMENT FORM
SOLICITATION NO.: EDD398716

Instructions: Please acknowledge receipt of all addenda issued with this solicitation by completing this addendum acknowledgment form. Check the box next to each addendum received and sign below. Failure to acknowledge addenda may result in bid disqualification.

Acknowledgment: I hereby acknowledge receipt of the following addenda and have made the necessary revisions to my proposal, plans and/or specification, etc.

Addendum Numbers Received:

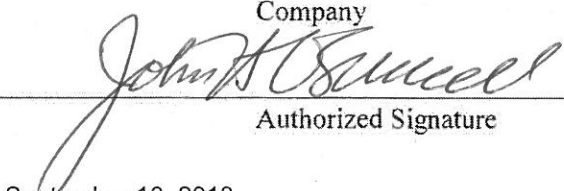
(Check the box next to each addendum received)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Addendum No. 1 | <input type="checkbox"/> Addendum No. 6 |
| <input checked="" type="checkbox"/> Addendum No. 2 | <input type="checkbox"/> Addendum No. 7 |
| <input checked="" type="checkbox"/> Addendum No. 3 | <input type="checkbox"/> Addendum No. 8 |
| <input type="checkbox"/> Addendum No. 4 | <input type="checkbox"/> Addendum No. 9 |
| <input type="checkbox"/> Addendum No. 5 | <input type="checkbox"/> Addendum No. 10 |

I understand that failure to confirm the receipt of addenda may be cause for rejection of this bid. I further 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.

Educational Testing Service

Company



Authorized Signature

September 10, 2013

Date

NOTE: This addendum acknowledgment should be submitted with the bid to expedite document processing.

AGREEMENT ADDENDUM FOR SOFTWARE

In the event of conflict between this addendum and the agreement, this addendum shall control:

1. **DISPUTES** - Any references in the agreement to arbitration or to the jurisdiction of any court are hereby deleted. Disputes arising out of the agreement shall be presented to the West Virginia Court of Claims.
2. **HOLD HARMLESS** - Any provision requiring the Agency to indemnify or hold harmless any party is hereby deleted in its entirety.
3. **GOVERNING LAW** - The agreement shall be governed by the laws of the State of West Virginia. This provision replaces any references to any other State's governing law.
4. **TAXES** - Provisions in the agreement requiring the Agency to pay taxes are deleted. As a State entity, the Agency is exempt from Federal, State, and local taxes and will not pay taxes for any Vendor including individuals, nor will the Agency file any tax returns or reports on behalf of Vendor or any other party.
5. **PAYMENT** - Any references to prepayment are deleted. Fees for software licenses, subscriptions, or maintenance are payable annually in advance. Payment for services will be in arrears.
6. **INTEREST** - Any provision for interest or charges on late payments is deleted. The Agency has no statutory authority to pay interest or late fees.
7. **NO WAIVER** - Any language in the agreement requiring the Agency to waive any rights, claims or defenses is hereby deleted.
8. **FISCAL YEAR FUNDING** - Service performed under the agreement may be continued in succeeding fiscal years for the term of the agreement, contingent upon funds being appropriated by the Legislature or otherwise being available for this service. In the event funds are not appropriated or otherwise available for this service, the agreement shall terminate without penalty on June 30. After that date, the agreement becomes of no effect and is null and void. However, the Agency agrees to use its best efforts to have the amounts contemplated under the agreement included in its budget. Non-appropriation or non-funding shall not be considered an event of default.
9. **STATUTE OF LIMITATION** - Any clauses limiting the time in which the Agency may bring suit against the Vendor, lessor, individual, or any other party are deleted.
10. **SIMILAR SERVICES** - Any provisions limiting the Agency's right to obtain similar services or equipment in the event of default or non-funding during the term of the agreement are hereby deleted.
11. **FEES OR COSTS** - The Agency recognizes an obligation to pay attorney's fees or costs only when assessed by a court of competent jurisdiction. Any other provision is invalid and considered null and void.
12. **ASSIGNMENT** - Notwithstanding any clause to the contrary, the Agency reserves the right to assign the agreement to another State of West Virginia agency, board or commission upon thirty (30) days written notice to the Vendor and Vendor shall obtain the written consent of Agency prior to assigning the agreement.
13. **LIMITATION OF LIABILITY** - The Agency, as a State entity, cannot agree to assume the potential liability of a Vendor. Accordingly, any provision in the agreement limiting the Vendor's liability for direct damages is hereby deleted. Vendor's liability under the agreement shall not exceed three times the total value of the agreement. Limitations on special, incidental or consequential damages are acceptable. In addition, any limitation is null and void to the extent that it precludes any action for injury to persons or for damages to personal property.
14. **RIGHT TO TERMINATE** - Agency shall have the right to terminate the agreement upon thirty (30) days written notice to Vendor. Agency agrees to pay Vendor for services rendered or goods received prior to the effective date of termination. In such event, Agency will not be entitled to a refund of any software license, subscription or maintenance fees paid.
15. **TERMINATION CHARGES** - Any provision requiring the Agency to pay a fixed amount or liquidated damages upon termination of the agreement is hereby deleted. The Agency may only agree to reimburse a Vendor for actual costs incurred or losses sustained during the current fiscal year due to wrongful termination by the Agency prior to the end of any current agreement term.
16. **RENEWAL** - Any reference to automatic renewal is deleted. The agreement may be renewed only upon mutual written agreement of the parties.
17. **INSURANCE** - Any provision requiring the Agency to purchase insurance for Vendor's property is deleted. The State of West Virginia is insured through the Board of Risk and Insurance Management, and will provide a certificate of property insurance upon request.
18. **RIGHT TO NOTICE** - Any provision for repossession of equipment without notice is hereby deleted. However, the Agency does recognize a right of repossession with notice.
19. **ACCELERATION** - Any reference to acceleration of payments in the event of default or non-funding is hereby deleted.
20. **CONFIDENTIALITY** - Any provision regarding confidentiality of the terms and conditions of the agreement is hereby deleted. State contracts are public records under the West Virginia Freedom of Information Act.
21. **AMENDMENTS** - All amendments, modifications, alterations or changes to the agreement shall be in writing and signed by both parties. No amendment, modification, alteration or change may be made to this addendum without the express written approval of the Purchasing Division and the Attorney General.

ACCEPTED BY:

STATE OF WEST VIRGINIA

Spending Unit: _____

Signed: _____

Title: _____

Date: _____

VENDORCompany Name: Educational Testing ServiceSigned: John H. GuarnTitle: VP & GM, K-12 Student Assessment ProgramsDate: September 10, 2013

0005

Attachment

PO# _____

This agreement constitutes the entire agreement between the parties, and there are no other terms and conditions applicable to the licenses granted hereunder.

Agreed


Signature Date

Vice President and General Manager
K-12 Student Assessment Programs

Title

Educational Testing Service
Company Name

Signature Date

Title

Agency/Division

RFQ No. EDD398716STATE OF WEST VIRGINIA
Purchasing Division**PURCHASING AFFIDAVIT**

MANDATE: Under W. Va. Code §5A-3-10a, 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: (1) the debt owed is an amount greater than one thousand dollars in the aggregate; or (2) the debtor is in employer default.

EXCEPTION: The prohibition listed above does not apply where a vendor has contested any tax administered pursuant to chapter eleven of the W. Va. Code, workers' compensation premium, permit fee or environmental fee or assessment and the matter has not become final or where the vendor has entered into a payment plan or agreement and the vendor is not in default of any of the provisions of such plan or agreement.

DEFINITIONS:

"Debt" means any assessment, premium, penalty, fine, tax or other amount of money owed to the state or any of its political subdivisions because of a judgment, fine, permit violation, license assessment, defaulted workers' compensation premium, penalty or other assessment presently delinquent or due and required to be paid to the state or any of its political subdivisions, including any interest or additional penalties accrued thereon.

"Employer default" means having an outstanding balance or liability to the old fund or to the uninsured employers' fund or being in policy default, as defined in W. Va. Code § 23-2c-2, failure to maintain mandatory workers' compensation coverage, or failure to fully meet its obligations as a workers' compensation self-insured employer. An employer is not in employer default if it has entered into a repayment agreement with the Insurance Commissioner and remains in compliance with the obligations under the repayment agreement.

"Related party" means a party, whether an individual, corporation, partnership, association, limited liability company or any other form or business association or other entity whatsoever, related to any vendor by blood, marriage, ownership or contract through which the party has a relationship of ownership or other interest with the vendor so that the party will actually or by effect receive or control a portion of the benefit, profit or other consideration from performance of a vendor contract with the party receiving an amount that meets or exceeds five percent of the total contract amount.

AFFIRMATION: By signing this form, the vendor's authorized signer affirms and acknowledges under penalty of law for false swearing (W. Va. Code §61-5-3) that neither vendor nor any related party owe a debt as defined above and that neither vendor nor any related party are in employer default as defined above, unless the debt or employer default is permitted under the exception above.

WITNESS THE FOLLOWING SIGNATURE:Vendor's Name: Educational Testing ServiceAuthorized Signature: *John H. Douthett* Date: September 4, 2013State of TexasCounty of Bexar, to-wit:Taken, subscribed, and sworn to before me this 4th day of September, 2013.My Commission expires March 11, 2016.

AFFIX SEAL HERE

NOTARY PUBLIC

Noreen H. Douthett

Purchasing Affidavit (Revised 07/01/2012)

