



TO: ALL OFFERERS

FROM: DELAWARE DEPARTMENT OF EDUCATION, PROCUREMENT

SUBJECT: RESPONSES TO RFP QUESTIONS FOR PROPOSAL NO.:
DOE 2017-16 NEXT GENERATION SCIENCE ASSESSMENT SYSTEM FOR DELAWARE
LEARNERS PHASE II: DEVELOPMENT AND IMPLEMENTATION

CONSOLIDATED QUESTIONS & ANSWERS – JULY 6, 2017

DE Department of Education submits the following Consolidated Response to questions submitted between June 15th through June 30th. All other terms and conditions of the RFP remain unchanged.

QUESTION #1:

What is the estimated cost of this project?

ANSWER: A specific budget has not been identified for this project at this time. As stated on page 46 of the RFP:

- a) It is encouraged that bidders prepare separate cost proposals for EoU and ITA production
- b) Costs for subcontractors should be outlined separately from general contracted costs included in the proposal
- c) Item sharing proposals should include cost savings options, but not be assumed as accepted practice, therefore should not be included as the intended budget proposal outline
- d) The evaluation process is designed to award this contract to the bidding agency that most appropriately meets the requirements of the RFP. However, bidders are encouraged to submit proposals that are consistent with state government efforts to conserve resources.

QUESTION #2:

Who is the incumbent vendor, and when does their contract expire?

ANSWER: The current state science assessment vendor is American Institutes for Research. The current contract period ends July 1, 2019.

QUESTION #3:

Section: 1.D

Paragraph Number: 1

Page Numbers: 5, 7, and Appendix C

Text of Passage Being Questioned: "It is expected that each End of Unit assessment will be limited to 60 minutes in grades 3-5," "Maximum testing time Grades 3 to 5: 45 mins," Appendix C: Maximum Assessment time (min) for grades 3-5 is listed as 45 mins.

Question: What is the maximum intended length of the grade 3-5 EoU Assessment; 45 or 60 mins?

ANSWER: End-of-Unit assessments for grades 3-5 (elementary grades) will be limited to 45 minutes.

QUESTION #4:

Section: 1.A, 1.D

Paragraph Number: Table, applicable grades column

Page Number: 2, 7

Question: Please confirm that the applicable EoU grades include 9th grade (Integrated Physical and Earth Sciences).

ANSWER: Applicable EoU grades include 9th grade (Integrated Physical and Earth Sciences).
CONFIRMED

QUESTION #5:

Section: 1.D

Paragraph Number: 2, 3

Page Number: 5

Text of Passage Being Questioned: All testing time references for ITA

Question: Do maximum testing times include time for embedded field testing? If yes, is the state open to standalone field testing for ITAs each year of development?

ANSWER: Maximum testing times include embedded field testing. The state is NOT interested in standalone field testing for ITAs each year of development.

QUESTION #6:

Section: 1.D

Paragraph Number: Test Build expectations column in table

Page Number: 7, 10

Text of Passage Being Questioned: "Development & Maintenance: developed once and then released to teachers on an ongoing basis. That is, no continuous cycles of development (i.e., assessments will be produced once and then available to teachers in an ongoing basis)."

Question: What does the state envision as maintenance activities for EoUs in 2020-21 and 2021-2022? Is this new development, or refinement of existing assessments?

ANSWER: Maintenance activities of EoUs in 2020-21 & 2021-22 (if any at all) will be refinement of existing assessments. We do not envision new development for EoUs beyond initial development.

QUESTION #7:

DDOE has existing contracts and relationships with a variety of vendors supporting assessment development. Are there any circumstances where vendors under current contract with DDOE would be ineligible to be proposed for work for RFP 2017-16?

ANSWER: No.

QUESTION #8:

Section: Appendices

Page Number: Appendix C

Text of Passage Being Questioned: Stimuli types (i.-iii.)

Question: Regarding wet and/or dry lab materials for EoUs, can vendors expect to provide materials to schools sufficient for one administration, and that any replacement costs of materials will be the responsibility of schools and districts?

ANSWER: The vendor can expect to work in coordination with our materials warehouse to identify materials that might be shipped annually as an "assessment" kit for EoU purposes. Assessment materials kits should be kept within the range of materials already provided within existing curricular units to limit excessive cost. Materials inventories can/will be provided to the chosen vendor for

assistance with item development and material identification. Additional amounts of materials within the identified inventory can be provided. Additional materials can be discussed.

QUESTION #9:

Section: II.2 Assessment Design,

Requirement 2.1.B Item Clustering Approach and the Role of Phenomena

Paragraph Number: All paragraphs of this requirement

Page Number: 11-12

Text of Passage Being Questioned: All text

Question: The DDOE does not post a "Response Required" after this and after multiple requirements in its RFP. May we safely assume that we respond only to those requirements where a response is required, or where Delaware has indicated in its RFP that a response would be evaluated. To requirements where a response is not provided, will Delaware assume we acknowledge and will comply, unless stated otherwise above or in Attachment 3? If this is not the case, please clarify.

ANSWER: DDOE will be evaluating proposals based upon responses to sections in the RFP that state that a response is required. Delaware assumes that vendors acknowledge and will comply with areas that outline information that do not require a response. If the vendor has a specific comment relevant to a "non-response" section--it should be included in the proposal for consideration and acknowledgement by the Department of Education.

QUESTION #10:

Section: II.2 Assessment Design, Requirement 2.3.D

Administration Paragraph Number: All paragraphs of this requirement

Page Number: 26 (and the evaluation criteria on page 46)

Text of Passage Being Questioned: All text in this requirement

Question: Administration is evaluated, but no response is required. Could the DDOE clarify its desires?

ANSWER: Yes. A copy of the review rubric follows at the end of this document.

QUESTION #11:

Section: II.2 Assessment Design, Requirement 2.3.H Reporting

Paragraph Number: All paragraphs of this requirement

Page Number: c

Text of Passage Being Questioned: All text in this requirement

Question: 2.3.H Reporting is evaluated, but no response is required. Could the DDOE clarify whether the required response to Requirement 2.6 will suffice, as that response discusses reporting?

ANSWER: Please see rubric at the end of this document.

QUESTION #12:

Section: II.2 Assessment Design, Requirement 2.4 Alignment

Paragraph Number: All paragraphs of this requirement

Page Number: 30

Text of Passage Being Questioned: All text of this requirement

Question: 2.4 Alignment has a required response, but it is not listed among responses that will be evaluated. Could the DDOE clarify its desires?

ANSWER: Please see rubric at the end of this document.

QUESTION #13:

Section: II.2 Assessment Design, Requirement 2.6.B Public and Educator Practice Sites Paragraph

Number: All paragraphs under the heading “Response Required” beneath Requirement 2.6B

Page Number: 32, and evaluation criteria on page 46

Text of Passage Being Questioned: All text under “Response Required”

Question: The required response following 2.6.B Public and Educator Practice Sites talks about score reports, rather than about practice sites, and is not evaluated. Is this required response intended to follow Section II.2 Assessment Design, Requirement 2.3.H Reporting? Could the DDOE clarify its desires?

ANSWER: Please see rubric at the end of this document.

QUESTION #14:

Section: II.4 Special Studies, Requirement 4.2 Examining Relationships Between EoU Assessment Results and ITA Results

Paragraph Number: All paragraphs

Page Number: 44, and evaluation criteria on page 46-47

Text of Passage Being Questioned: All text in this requirement

Question: Requirement 4.2 Examining Relationships Between EoU Assessment Results and ITA Results has a required response following it, but is not evaluated. Could the DDOE clarify its desires?

ANSWER: Please see rubric at the end of this document.

QUESTION #15:

Historically, what has Delaware paid for the development and administration of the science assessment? Does Delaware currently have a target budget for the science assessment?

ANSWER: The assessment of NGSS is significantly different from previous assessment projects awarded by the Delaware Department of Education. Bidders are encouraged to submit proposals that are consistent with state government efforts to conserve resources. As stated on page 46 of the RFP:

- a) It is encouraged that bidders prepare separate cost proposals for EoU and ITA production
- b) Costs for subcontractors should be outlined separately from general contracted costs included in the proposal
- c) Item sharing proposals should include cost savings options, but not be assumed as accepted practice, therefore should not be included as the intended budget proposal outline
- d) The evaluation process is designed to award this contract to the bidding agency that most appropriately meets the requirements of the RFP.

QUESTION #16:

Section: 2.1.A

Paragraph Number: 2

Page Number: 10

Text of Passage Being Questioned: The complete set of ITAs (grades 5, 8 and 10 – biology) will be administered as a census field test in 2017-18 and operationally in 2018-19.

Question: The RFP specifies no ITA 5, 8, Biology maintenance for 2018-19. Is this to be interpreted as DDOE desiring no field testing for ITAs in Spring 2019, but embedded field testing in years following that?

ANSWER: DDOE intends to have one stand alone field test administration of the ITAs. After that, field tests will be embedded.

QUESTION #17:

Section number: 2.1.A

Paragraph number: Table

Page number: 10

Text of passage being questioned: All text in table

Question: Please confirm whether DDOE is expecting a development cycle that would populate embedded field testing in 2022 for the ITA.

ANSWER: DDOE assumes ongoing item development and field testing throughout the course of the contract. This includes the period leading up to and the operation of assessment in 2022.

See next 19 pages for Rubric attached in response to Questions 10 – 14.

Next Generation Science Assessment for Delaware Learners Phase II
RFP # 2017-16
Scoring Rubric

Criteria-RFP 2017-16	Notes	Points Available	Points Scored
End-of-Unit (EoU) Assessment Sections		200 Section Total	
<p>2.1.A</p> <ul style="list-style-type: none"> • An outline, with corresponding timeline, of the proposed development process for the EoU and ITA assessments, highlighting key stages in the development process, inclusive of the development, administration, scaling and maintenance of the assessments. The entirety of Section 2, and sections 2.2 and 2.3 in particular, provides detail on the EoU assessments and ITAs. These details should be referenced within the outline. Tabular or graphical representations of the development process and timeline are encouraged. • A summary of experience with, or other qualifications relevant to, principled approaches to assessment design. Example templates for items or tasks similar to those that might be found on an NGSS aligned assessment should be included in this summary (also required in sections 2.2.C and 2.3.C). • A summary of previous experiences developing and implementing a large scale assessment program used for accountability. 		25	

<p>2.2.A</p> <p>The successful bidder’s response to the requirements outlined in all of the sections contained in Section II.2, part 2: <i>End-of-Unit Assessments</i> should reference these uses, as is appropriate. For example, the bidder’s response to section 2.2.g, reporting, should convey what approaches will be used to provide reports that support the stated purposes of EoU assessment.</p>		25	
<p>2.2.B</p> <ul style="list-style-type: none"> The bidder must describe a proposed development process, structured and facilitated by the bidder, to develop claims, subclaims and blueprints for the EoU assessments that meet the specifications provided in section 2.2.B above, as well as those laid out in section 2.1 – particularly 2.1.C. This development process must involve multiple opportunities for Delaware and its stakeholders to provide input. Blueprints will be reviewed by DDOE and a small cohort of trained district representatives. Blueprint reviews may be held via digital interface, but face to face meetings are preferred. The process for blueprint and claim development must continue until Delaware approves the claims, subclaims and blueprints. Delaware will have the authority to approve or reject claims, subclaims and blueprints. Finally, the process must be flexible to accommodate for unexpected challenges that occur during the development process. The successful bidder will provide DDOE with finalized 		25	

blueprints that contain information down to the item-level, as illustrated in the example blueprint below.

- The description of the proposed blueprint development process must describe the ways in which the following characteristics will be accounted for in each blueprint:
 - PE Bundles and Item Clusters, as well as the type of task used for each Item Cluster (e.g., classroom kit, performance task).
 - Phenomenon, which need to be identified or developed to closely match phenomenon found in instruction (see Section 2.1.B).
 - Groupings of items across sections or stimuli within a cluster.
 - The level of cognitive complexity or rigor for item-clusters or items. The bidder should suggest at what level (item-cluster, item or both) cognitive complexity should be defined with the blueprint, along with a rationale for that suggestion.
 - The items within each item cluster. Each item must be defined in terms of type and its alignment to the applicable PE, DCI, SEP and DCIs within the cluster.
 - Estimated time required to complete each item-cluster or stand-alone item, as well as an estimated time to complete the entire assessment.

The bidder may also provide an example, preliminary blueprint for an EoU assessment (e.g., the Grade 5 -

<p>Structure and Properties of Matter End-of-Unit Assessment) that addresses the requirements outlined in this section.</p>			
<p>2.2.C</p> <ul style="list-style-type: none"> • Detail how they will apply a principled assessment approach design, taking into account the claims, subclaims and blueprints, to create item-cluster and item specifications, and how those specifications will guide development. • Describe all potential sources of content for the EoU assessments. This description must include sufficient detail so that DDOE can insure that the potential sources of content are of quality and aligned to the NGSS. The description should also include a description of what involvement, if any, Delaware educators will have with the item development process, including the IRC meetings mentioned above. For each EoU, explain what proportion of content will be drawn from preexisting sources and what will need to be created. <ul style="list-style-type: none"> ○ For previously developed items, details on (a) the development and revision process, (b) item writers and reviewers training and qualifications, (c) the standards the items were developed to and evidence of alignment, if any, (d) pilot and field test results, including item test statistics, bias review results, and cognitive labs. ○ For items to be developed, a plan that details the requirements for, and processes around, points (a) to (d) in the previous bullet. The plan should detail 		<p>25</p>	

<p>how the item pool will be revised in light of the 2017-18 field test.</p> <ul style="list-style-type: none">○ For items to be developed, a plan that outlines involvement of an NGSS professional training consultant to train item writers on the appropriate use of NGSS language in developing three-dimensional assessment prompts.○ For all items:<ul style="list-style-type: none">▪ Bidder’s approach to innovative item types and the manner in which they would eventually support Delaware's inclusion of complex items such integrated item clusters.▪ Criteria that will be used to judge content validity and the technical quality of the items▪ Criteria that will be used to develop test items across a wide range of content and cognitive difficulty levels;▪ Criteria that will be used to judge the item quality and procedures for ensuring that the above criteria will be used consistently throughout the item development process.▪ Consider cost-efficient item development/acquisition processes which include, but are not limited to, collaboration and item sharing with other states;			
---	--	--	--

<p style="text-align: center;">purchase of items from multiple sources, including the bidder; and development of new items.</p> <ul style="list-style-type: none"> • Acknowledge that the items on the EoU assessments will <i>not</i> be held securely by DDOE and that any sources of items for the EoU assessments must allow for this lack of security. • Explain approaches to insuring that all test content is fair and free of bias, in accordance with the best practices of Universal Design. • Provide example item or task templates that are relevant to science assessment, and if possible, templates for item-clusters or similar tasks. • Describe form assembly and quality assurance procedures for field test and operation assessments, including whether multiple forms will be used for each field tested EoU assessment to insure that the item pool is adequate for operational form construction (detail on data transfer of the EoU item response data from DDOE to the successful vendor is provided in section 2.2.F). 			
<p>2.2.D The bidder must provide details on test form construction, including quality assurance procedures. The bidder must also propose a plan to collaborate with DDOE staff to develop an administration manual/test user manual as well as a process, to be implemented by DDOE, to capture problems with the EoU administration.</p>		25	

<p>2.2.E</p> <p>The bidder must describe their plan to develop scoring materials for the EoU assessments. This plan may be supported by previously developed rubrics and related exemplars.</p>		25	
<p>2.2.F</p> <p>The bidder must provide a detailed plan for psychometric analyses, which accounts for the requirements listed above. The successful bidder will be responsible for all steps necessary to complete the analyses and the plan should reflect this. These steps include working with DDOE to obtain student item response data from the Performance Plus platform, cleaning the resulting data, running analyses, summarizing the results in written and tabular form, and using the results to guide the revision of the item pool and fixed forms, as needed.</p>		25	
<p>2.2.G</p> <p>The bidder must specify the types of interpretative resources that will be created or otherwise provided to support the interpretation and use of the EoU assessment results. These interpretive resources must be tailored to the purposes provided in section 2.2.A. The bidder may provide examples of materials, if relevant.</p>		25	

Criteria-RFP 2017-16	Notes	Points Available	Points Scored
Integrative Transfer Assessment (ITA) Sections		200 Section Total	
<p>2.3.A As with the responses in section 2.2, the responses in section 2.3 should reference these purposes, as needed.</p>		22	
<p>2.3.BI The bidder must provide a process proposed for the development of the blueprints for the three ITA assessments. The provided process for the development of the ITA blueprints can be presented as a modification of the process proposed for the EoU blueprints in 2.2.B. Regardless, the development process for the ITA blueprints must meet the specifications provided in 2.3.B.I, as well as those required for the EoU assessments, as outlined in the required response to section 2.2.B. However, the process for the development of the ITA blueprints must differ, in that the ITA assessments:</p> <ul style="list-style-type: none"> • Are meant to assess the degree to which students can integrate, transfer and apply their three dimensional science learning to solve problems in novel contexts. Doing so requires that (i) phenomena be carefully selected and (b) supplemental SEPs be selected to augment item-clusters and stand-alone items, so that students have the opportunity to fully demonstrate their learning. 		22	

<ul style="list-style-type: none"> • Should capture all of the grade-level PEs as well as the Engineering and Design PEs. • Be at a higher level of cognitive complexity or rigor (by nature of the expected level of knowledge transfer) than the EoU assessments, but still be appropriate for the given grade-level. <p>The bidder must also provide one example, preliminary blueprint for an ITA (e.g., the Grade 8).</p>			
<p>2.3.BII</p> <p>The bidder must provide a preliminary plan for a workshop that creates revised policy ALDs and range ALDs. This preliminary plan must include training to be provided to the participants as well as the actual processes used to create the revised policy ALDs and range ALDs. The bidder must also provide the name of the staff who will develop and conduct the ALD workshop. Finally, the bidder must provide an example table of contents from a prior ALD workshop or complete report from a prior workshop.</p>		22	
<p>2.3.C</p> <p>The bidder must describe, in detail, their processes and procedures for creating a sufficient pool of item and item-clusters, as well as their processes and procedures for creating appropriate test forms. This description may be provided as a modification or addendum of 2.1.C. Special attention should be given to the ways in which the bidder will ensure that the item-clusters and items elicit the integration, transfer and application of students' three dimensional learning.</p>		22	

2.3.E

The bidder shall propose procedures for monitoring the accuracy of readers' scores throughout the scoring process using papers from benchmarking sessions. The readers should be unaware they are scoring papers with pre-established scores. The bidder shall propose methods for periodically recalibrating readers to ensure they continue to read accurately and do not drift off scale.

The bidder shall propose a strategy for selecting, training, and qualifying readers. The strategy should include content specialists from the DDOE to attend and observe team leader and/or reader training. The successful bidder shall be required to prepare all training materials from the benchmarking meeting in sufficient quantities for the reader training sessions.

The bidder shall propose a reader quality control reporting system for hand-scoring and indicate how they will use that system to ensure quality scoring. The bidder shall include the following items in that system:

- tracking of reader scores/discrepancies;
- use of training reports that show reader performance during training and qualifying;
- inter-reader reliability reports;
- recalibration reports that show reader scores on the recalibration sets;
- troubled paper identification in which papers with extremely personal and/or offensive content are flagged and forwarded to DDOE along with the necessary identifying information; and

<ul style="list-style-type: none"> • other reports and/or procedures as deemed necessary by the Vendor to ensure a quality scoring. <p>If the bidder suggests the use of AI scoring, an alternative proposal outlining cost, quality and accuracy comparisons to human scoring is required.</p>			
<p>2.3.F The bidder must provide a detailed description of their proposed analyses plan, providing details on how, when and by whom the analyses for each point will be conducted.</p>		22	
<p>2.3.G The bidder must provide a detailed description of their proposed standards setting plan, accompanied by a preliminary agenda or agenda from a past standards setting workshop.</p>		22	
<p>2.4 The bidder should provide a preliminary plan for alignment. This plan should acknowledge the complexity of the NGSS, as well as Delaware’s approach to alignment build on the EoU assessments and the ITAs. Specific details to be included, but not limited to, in the provided plan include:</p> <ul style="list-style-type: none"> • The alignment methodology that will be used or developed. If the methodology has been used previously, the plan should provide details on implementation and revision. If the methodology has not been used previously, the plan should 		23	

<p>outline the proposed development process and ways in which the methodology will be evaluated.</p> <ul style="list-style-type: none"> • What level alignment will be evaluated at – at the level of the PEs, at the level of the foundational dimensions (DCI, SEP and CCC), or both. • The name and qualifications of a contractor, not affiliated with the successful bidder, who will design and implement the necessary alignment study or studies. • Planned responses should the alignment study indicate problematic areas. 			
<p>2.6.B The bidder must propose development and delivery of efficient and informative score reports for assessments. Under the supervision of DDOE, the Vendor will design student score report documents, both for online and print reports.</p> <ul style="list-style-type: none"> • The bidder shall propose processes and a timeline for the design, creation, and production of various school, district, and state-level reports for the science assessment, with review and approval by the DDOE. The proposal shall include a process for obtaining feedback and suggestions from a sample of members of the intended Delaware audience. • Interpretive sheets will be included to assist parents in understanding what the score report means and will include a table of the appropriate cut scores. The interpretive information may be 		22	

<p>a separate sheet or integrated into the student score report.</p> <ul style="list-style-type: none"> The Vendor should propose options for the student score reports to include, but not be limited to the following: reporting standard error of measurement, increased use of graphics, use of color, utilization of the content-specific performance level descriptors as part of the score reporting system, reporting of sub-scores, narrative descriptions, etc. See section 2.3.H for further information. 			
--	--	--	--

Criteria-RFP 2017-16	Notes	Points Available	Points Scored
Operational Administration Section		200 Section Total	
<p>3.2.B The bidder should provide a description of each of the following in their proposal:</p> <ul style="list-style-type: none"> The mechanism for detailed test results (test history) to be archived in off-line storage The normal time period for maintaining historical on-line information The process to archive data off-line through user-controlled purge criteria The process to restore archived data into current system, use it, and then purge it in a controlled manner, 		50	

<p>retaining the archived data off-line</p> <ul style="list-style-type: none"> • The method used to automatically restore all databases, including indices, pointers and tables, to a status prior to any system-wide failure • The method used to manually restore all databases, including indices, pointers and tables, to a status prior to any system-wide failure • The automated backup, recovery, and restart procedures for the system 			
<p>3.4.B</p> <p>The bidder should provide a detailed description of the method that students will use to log in to the test. The description must include at a minimum:</p> <ul style="list-style-type: none"> • A secure method for test administrators to define test event opportunities • A secure method for students to log in to the system and for the system to validate the login • A method by which test administrators can approve students to begin tests, choose testing enhancements, and terminate tests, if required. • The system will allow a testing session to be saved and, with Test Administrator approval and log-in, for the test session to be resumed. • Within a single test session, the system will allow students to mark items for subsequent review, go back, and change responses. • The system will allow the DDOE to establish an expiration period for tests if not completed after a certain number of days. This period is anticipated to be approximately 45 days. 		50	

<ul style="list-style-type: none"> • The system will recover data from any unforeseen test interruption and return the test-taker to the point of interruption. Students must not be able to submit an answer to a test question unless all elements of the item are presented to the student. 			
<p>3.4.C Bidder must provide a method for:</p> <ul style="list-style-type: none"> • Changing the SID associated with a test without having to end the test. • Ending a test event in cases where the test results are likely invalid • Changing an Institution Identifier associated with a test • Restarting a test from the beginning and while not incrementing the total number of opportunities used by a student • Restarting or resuming a test after a student moves to another location within the Delaware public schools, based on the SID. 		50	
<p>3.4.E The bidder MUST provide a detailed description of the following:</p> <ul style="list-style-type: none"> • The security controls over all system aspects • The “levels” of security provided in the system • The ability to limit access to specific system functions or modules • The authentication process to ensure that an individual is the person logging- 		50	

<p>in to the system (e.g., the student taking the test is who they say they are)</p> <ul style="list-style-type: none"> Restrictions of students to tests within the system and to the number of times that they can access tests 			
--	--	--	--

Criteria-RFP 2017-16	Notes	Points Available	Points Scored
Technology Requirements		200 Section Total	
<p>3.5.A The bidder shall describe how the system is hosted, and identify any minimum technology architecture, computing hardware infrastructure, and software requirements needed within Delaware to meet the following technical requirements for the Assessment System:</p> <ol style="list-style-type: none"> A secure browser that restricts access to other applications and to the internet. The browser and other components of the system must function on <ol style="list-style-type: none"> Macintosh OS 10.6 and any subsequent versions of Macintosh Windows Vista and any subsequent versions of the Microsoft operating system 		100	

<ul style="list-style-type: none"> iii. Linux K12 LTSP and any subsequent versions of Linux lynx iv. Google Chrome OS <ol style="list-style-type: none"> 3. Updates to the allowed operating systems must be supported by the Vendor within 45 days of their official release without diminishing functionality under the older operating systems. 4. All applications will be available 24 hours per day, 365 days a year. Down time for application maintenance and for security purposes may be negotiated. 5. The system must support a minimum of 10,000 concurrent users with a mean refresh time of less than one second. 			
<p>3.5.B The bidder will describe in the proposals:</p> <ol style="list-style-type: none"> 1. Its facility and timeline for systematic archival process, recovery, and restart procedures for the systems including indices, pointers and tables, to a status prior to any system-wide failure. 2. The design and implementation of its database architecture including critical features to ensure data integrity such as record level locking 3. A method to rerun processes 4. The controls to ensure only authorized and tested 		<p>100</p>	

<p>changes are made to application source and compiled code</p> <p>5. Procedures to ensure adequate program configuration management.</p> <p>6. Controls and procedures for operations problem management.</p> <p>7. Controls and procedures for operations change management.</p> <p>8. Security and authentication policies and procedures</p> <p>9. Change management procedures to control the movement of code from the development to the production environment</p>			
--	--	--	--

Criteria-RFP 2017-16	Notes	Points Available	Points Scored
Project Cost/Budget Proposal		200 Section Total	
Identify all costs including expenses to be charged for performing the services necessary to accomplish the objectives of the contract. The bidder is to submit a fully detailed budget including staff costs, administrative costs, travel costs, and any other expenses necessary to accomplish the tasks and to produce the deliverables under the contract. Bidders should consider the following when preparing budget proposals:		200	

<ul style="list-style-type: none"> • It is encouraged that bidders prepare separate cost proposals for EoU and ITA production • Costs for subcontractors should be outlined separately from general contracted costs included in the proposal • Item sharing proposals should include cost savings options, but not be assumed as accepted practice, therefore should not be included as the intended budget proposal outline • The evaluation process is designed to award this contract to the bidding agency that most appropriately meets the requirements of the RFP. However, bidders are encouraged to submit proposals that are consistent with state government efforts to conserve resources. 			
---	--	--	--

Criteria-RFP 2017-16	Notes	Points Available	Points Scored
Special Studies (Noted)		---	---
<p>The bidder must provide a description of their proposed investigations and include all projected costs as a clearly demarcated section of their submitted budget proposal. DDOE does not preclude the use of external consultants for these studies; however, costs should be outlined appropriately in the budget proposal.</p>			