

STATE OF MICHIGAN
DEPARTMENT OF MANAGEMENT AND BUDGET
PURCHASING OPERATIONS
P.O. BOX 30026, LANSING, MI 48909
 OR
530 W. ALLEGAN, LANSING, MI 48933

May 16, 2008

NOTICE
TO
CONTRACT NO. 071B8200177
 (Supercedes Contract #071B4200002)
between
THE STATE OF MICHIGAN
and

NAME & ADDRESS OF CONTRACTOR NCS Pearson Inc. Evaluation Systems Pearson 300 Venture Way Hadley, MA 01003 william.gorth@pearson.com	TELEPHONE (413) 256-0444 William P. Gorth, Ph.D.
	CONTRACTOR NUMBER/MAIL CODE
	BUYER/CA (517) 373-8530 Rebecca Nevai
Contract Compliance Inspector: Catherine B. Smith (517) 335-0874 Test for Teacher Certification – Department of Education	
CONTRACT PERIOD: From: May 19, 2008 To: September 29, 2009	
TERMS <p style="text-align: center;">N/A</p>	SHIPMENT <p style="text-align: center;">N/A</p>
F.O.B. <p style="text-align: center;">N/A</p>	SHIPPED FROM <p style="text-align: center;">N/A</p>
MINIMUM DELIVERY REQUIREMENTS <p style="text-align: center;">N/A</p>	

The terms and conditions of this Contract are those of Contract #071B4200002, ITB #07113000077 and the vendor's quote dated March 12, 2003. In the event of any conflicts between the specifications, and terms and conditions, indicated by the State and those indicated by the vendor, those of the State take precedence.

This Contract replaces Contract #071B4200002 as vendor has changed name and FEIN. No additional funds have been added.

Current Authorized Spend Limit: \$12,164,885.00

STATE OF MICHIGAN
DEPARTMENT OF MANAGEMENT AND BUDGET
PURCHASING OPERATIONS
P.O. BOX 30026, LANSING, MI 48909
 OR
530 W. ALLEGAN, LANSING, MI 48933

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 (Supercedes Contract #071B4200002)

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MINIMUM DELIVERY REQUIREMENTS <p style="text-align: center;">N/A</p>	
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THIS IS NOT AN ORDER: Orders for delivery may be issued directly by the Department of Education through the issuance of a Purchase Order Form.

FOR THE CONTRACTOR: NCS Pearson Inc. – Evaluation Systems Firm Name	FOR THE STATE: Signature Elise A. Lancaster, Director Name/Title
Authorized Agent Signature	Purchasing Operations Division
Authorized Agent (Print or Type)	Date
Date	Date

STATE OF MICHIGAN
 DEPARTMENT OF MANAGEMENT AND BUDGET
 PURCHASING OPERATIONS
 P.O. BOX 30026, LANSING, MI 48909

May 13, 2008

OR
 530 W. ALLEGAN, LANSING, MI 48933

CHANGE NOTICE NO. 2
 TO
 CONTRACT NO. 071B420002
 between
 THE STATE OF MICHIGAN
 and

NAME & ADDRESS OF VENDOR		TELEPHONE: (413) 256-0444 William P. Gorth, Ph.D.
National Evaluation Systems, Inc. P.O. Box 226 Amherst, MA 01004-0226 william.gorth@pearson.com		VENDOR NUMBER/MAIL CODE
		BUYER (517) 373-8530 Rebecca Nevai
Contract Administrator: Catherine B. Smith (517) 335-0874 Test for Teacher Certification – Department of Education		
CONTRACT PERIOD: From: October 1, 2003 To: May 19, 2008		
TERMS	SHIPMENT	
N/A	N/A	
F.O.B.	SHIPPED FROM	
N/A	N/A	
MINIMUM DELIVERY REQUIREMENTS		
N/A		

NATURE OF CHANGE(S):

Effective May 19, 2008, this Contract is hereby CANCELED and REPLACED with Contract #071B8200177 due to vendor merger.

AUTHORITY/REASON:

Per vendor request and DMB/Purchasing Operations' approval.

CURRENT AUTHORIZED SPEND LIMIT REMAINS: \$12,164,885.00

STATE OF MICHIGAN
 DEPARTMENT OF MANAGEMENT AND BUDGET
 PURCHASING OPERATIONS
 P.O. BOX 30026, LANSING, MI 48909

May 2, 2008

OR
 530 W. ALLEGAN, LANSING, MI 48933

CHANGE NOTICE NO. 1
 TO
 CONTRACT NO. 071B420002
 between
 THE STATE OF MICHIGAN
 and

NAME & ADDRESS OF VENDOR		TELEPHONE: (413) 256-0444
National Evaluation Systems, Inc. P.O. Box 226 Amherst, MA 01004-0226 william.gorth@pearson.com		William P. Gorth, Ph.D.
		VENDOR NUMBER/MAIL CODE
		BUYER (517) 373-8530 Rebecca Nevai
Contract Administrator: Catherine B. Smith (517) 335-0874		
Test for Teacher Certification – Department of Education		
CONTRACT PERIOD:		
	From: October 1, 2003	To: September 29, 2009
TERMS	SHIPMENT	
N/A	N/A	
F.O.B.	SHIPPED FROM	
N/A	N/A	
MINIMUM DELIVERY REQUIREMENTS		
N/A		

NATURE OF CHANGE(S):

Effective April 23, 2008, the following changes are made to this Contract:

- A Contract option year is exercised extending the current expiration date to September 29, 2009.
- The attached changes are made to this Contract (see 7 page attachment).
- The DMB Buyer is changed to Rebecca Nevai (517) 373-8530.

AUTHORITY/REASON:

Per agency request (PRF dated 2-1-08, vendor agreement (letters dated 3/6/08 and 4/8/08) and DMB/Purchasing Operations' approval.

CURRENT AUTHORIZED SPEND LIMIT REMAINS: \$12,164,885.00

Effective 4/23/08, the following changes are made to the contract.

1. Revised versions of the following forms are attached. The revised forms either eliminate use of social security numbers, limit them to the last five digits, or replace them with a unique test taker identifier number.

Task II 1.2 and 1.7	Printed Admission Ticket
Task II 1.6	"Rejected" Registration Letter
Task II 2.4	Sample Site Roster
Task II 2.5	Unofficial Examinee Test Results
Task II 4.5	Individual Score Report
Task II 4.5	Individual Score Report for Basic Skills

2. Task II 4.5 Institution Reports is revised with the following:
"Following each test administration, NES *will make the following available via a secure, password protected web-site.*"
3. Section I-Q 1. Confidentiality and Information is revised with the following:
"All financial, statistical, personnel, technical, *data that falls within the category of "personal information," as defined by Public Act 452 of 2004 (Identity Theft Prevention Act)*, and other data and information relating to..."
4. Section I-Q – add a new sub-section # 3 as follows:
Destruction of Confidential Information
Promptly upon termination or cancellation of the Contract for any reason, after all transition duties have been fulfilled and approved by the State, Contractor shall certify to the State in writing that Contractor has destroyed all State Confidential information, as directed, in writing, by the State.
5. Task II – 6 Examination Program Security
Add section: Notification of Security Breach – Personal or Confidential Information
Should a system breach be suspected relative to personal information, Contractor will immediately notify internal security staff to investigate the breach. As soon as possible after an incident has been investigated to confirm whether a breach has occurred and a determination made as to whether data has been compromised, Contractor will notify the Department of Management and Budget and the Department of Education contact persons to discuss actions that have or will be taken to remedy any effects of such a breach, especially related to personal information.
6. Task II -6 Examination Program Security
Add section: Security of State Data on Laptops or Portable Media
The Contractor will restrict the use of State data, including personal or confidential information, on laptops, with an internal approval process. The restricted access to State data shall prevent such data from being stored on any portable media.

Michigan Test for Teacher Certification (MTTC)
ADMISSION TICKET

99/000001

ID #: 9-990-099-9

REPORT TO TEST SITE ADDRESS BELOW:

Portage Central Middle School
8305 S. Westnedge Ave.
Portage, MI 49002

SCORE REPORTING INSTITUTION(S):
State University

TEST DATE: Apr 12, 2008
TEST(S):
90 Fake Test
SESSION: AM
REPORTING TIME: 7:30AM
SEAT NUMBER: 00101

JOE EXAMINEE
100 MAIN ST.
ANYWHERE, US 10000

Ticket generated on 03/27/2008 4:23PM



Michigan Test for Teacher Certification (MTTC)
Examinee Information

Your MTTC ID number is 9-990-099-9. To access your unofficial scores online, you MUST provide this number. Please save this portion of your ticket for your records.

You are required to bring to the test the following:

1. The above admission ticket
2. Several sharpened no. 2 pencils with erasers
3. One piece of current, government-issued identification, in the name in which you registered, bearing your photograph and signature
4. One additional piece of identification (with or without a photograph)

Read "The Day of the Test" in the current MTTC registration bulletin, available at www.mttc.nesinc.com, for additional important information about what to bring to the test site.

If you arrive after the reporting time listed above, you may not be admitted. Allow extra time to reach your test site in case of delays.

Cellular phones, personal digital assistants, and all other types of electronic information or communication devices are strictly prohibited in the testing facility.

Questions about the information on this admission ticket should be directed to National Evaluation Systems, at (413) 256-2876 or (800) 823-9225 (9:00 a.m.-5:00 p.m. eastern time, Monday-Friday, excluding holidays) or on the Internet at www.mttc.nesinc.com.

DIRECTIONS TO THE TEST SITE:

FROM I-94 EAST OR WEST: Take exit 76A Westnedge Ave. (South). Travel on S. Westnedge Ave. for approximately 3 miles. The entrance to Portage Central Middle School will be on the left, approximately 1/4 mile past the intersection of S. Westnedge Ave. and Centre St.

DO NOT CALL THE SCHOOL FOR DIRECTIONS.



Test Date: October 15, 2005

See the back of this page for an explanation of how to read your score report.

SAMPLE A EXAMINEE
 123 ANY STREET
 SOMECITY MI 44444

Test: 12 Sociology		Total Score: 199
Status: Did Not Pass		Minimum Passing Score: 220
Number of Questions	Subarea Name	Subarea Performance Index
11 to 20	Foundations: Prereq. Concepts and Skills.....	+
11 to 20	Individuals, Groups & Social Interaction.....	+
11 to 20	Social Organization.....	+++
11 to 20	Social Stratification and Change.....	++
11 to 20	U.S. Social Problems.....	+++
.....		
.....		
.....		
.....		

Test: 40 Family and Consumer Sciences		Total Score: 212
Status: Did Not Pass		Minimum Passing Score: 220
Number of Questions	Subarea Name	Subarea Performance Index
21 to 30	Individual & Family Life.....	++
11 to 20	Parenting & Human Development.....	+++
11 to 20	Indiv. & Fam. Health, Nutrit., & Well.....	++
11 to 20	Fam., Community, & Career Environment.....	++++
11 to 20	Consumer Educ. & Resource Management.....	+
.....		
.....		
.....		
.....		

Examinee Name: SAMPLE A EXAMINEE	Social Security Number: XXX - X7 - 7777
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Your scores have been sent to the Michigan Department of Education and the following Michigan institution: Michigan State University

Test Date: April 12, 2008

See the back of this page for an explanation
of how to read your score report.SAMPLE C EXAMINEE
123 ANY STREET
SOMECITY MI 44444**Basic Skills Reading Section****Total Score: 264****Status: Passed****Minimum Passing Score: 220**

Number of Questions	Subarea Name	Subarea Performance Index
1 to 10	Word Meaning.....	++++
1 to 10	Main Idea and Detail.....	+++
1 to 10	Writer's Purpose.....	+++
1 to 10	Idea Relationships.....	++++
1 to 10	Critical Reasoning.....	+++
1 to 10	Study Skills.....	++

Basic Skills Mathematics Section**Total Score: 208****Status: Did Not Pass****Minimum Passing Score: 220**

Number of Questions	Subarea Name	Subarea Performance Index
11 to 20	Fundamental Math.....	+++
11 to 20	Algebraic Graphing, Equations, & Operations.....	++
1 to 10	Geometry and Reasoning.....	++

Basic Skills Writing Section**Total Score: 260****Status: Passed****Minimum Passing Score: 220**

Your writing sample shows you have met or exceeded the minimum passing standard.

Cumulative MTTC Basic Skills Status**Reading: Passed****Mathematics: Not Yet Passed****Writing: Passed**

Examinee Name: SAMPLE C EXAMINEE

Social Security Number: XXX - X9 - 9999

Your scores have been sent to the Michigan Department of Education.

**STATE OF MICHIGAN
 DEPARTMENT OF MANAGEMENT AND BUDGET
 ACQUISITION SERVICES
 P.O. BOX 30026, LANSING, MI 48909**

OR
 530 W. ALLEGAN, LANSING, MI 48933

**CONTRACT NO. 071B4200002
 between
 THE STATE OF MICHIGAN
 and**

NAME & ADDRESS OF VENDOR National Evaluation Systems, Inc. P.O. Box 226 Amherst, MA 01004-0226	TELEPHONE: William P. Gorth, Ph.D (413) 256-0444 <hr/> VENDOR NUMBER/MAIL CODE <hr/> BUYER (517) 373-0301 Sue Cieciva
Contract Administrator: Catherine B. Smith (517) 335-0874 Test for Teacher Certification – Department of Education	
CONTRACT PERIOD: From: October 1, 2003 To: September 30, 2008	
TERMS <p style="text-align: center;">N/A</p>	SHIPMENT <p style="text-align: center;">N/A</p>
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Estimated Contract Value: \$12,164,885.00	

All terms and conditions of the invitation to bid are made a part hereof.

FOR THE VENDOR: <hr/> <p style="text-align: center;">National Evaluation Systems, Inc.</p> <hr/> <p style="text-align: center;">Firm Name</p> <hr/> <p style="text-align: center;">Authorized Agent Signature</p> <hr/> <p style="text-align: center;">Authorized Agent (Print or Type)</p> <hr/> <p style="text-align: center;">Date</p>	FOR THE STATE: <hr/> <p style="text-align: center;">Signature</p> <p style="text-align: center;">Sean Carlson, Director</p> <hr/> <p style="text-align: center;">Name</p> <p style="text-align: center;">Acquisition Services</p> <hr/> <p style="text-align: center;">Title</p> <hr/> <p style="text-align: center;">Date</p>
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**ACQUISITION SERVICES
STATE OF MICHIGAN**

Contract #071B4200002

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DEFINITION OF TERMS

TERMS	DEFINITIONS
Contract	A binding agreement entered into by the State of Michigan resulting from a bidder's proposal; see also "Blanket Purchase Order."
Contractor	The successful bidder who is awarded a Contract.
DMB	Michigan Department of Management and Budget
RFP	Request For Proposal - A term used by the State to solicit proposals for services such as consulting. Typically used when the requesting agency requires vendor assistance in identifying an acceptable manner of solving a problem.
ITB	Invitation to Bid - A generic form used by Acquisition Services to solicit quotations for services or commodities. The ITB serves as the document for transmitting the RFP to interested potential bidders.
Successful Bidder	The bidder(s) awarded a Contract as a result of a solicitation.
State	The State of Michigan For Purposes of Indemnification as set forth in section I-J, State means the State of Michigan, its departments, divisions, agencies, offices, commissions, officers, employees and agents.
Blanket Purchase Order	Alternate term for "Contract" used in the State's Computer system (Michigan Automated Information Network [MAIN])
Expiration	Except where specifically provided for in the Contract, the ending and termination of the contractual duties and obligations of the parties to the Contract pursuant to a mutually agreed upon date.
Cancellation	Ending all rights and obligations of the State and Contractor, except for any rights and obligations that are due and owing.
Work Product	Work Product means any data compilations, reports, and any other media, materials, or other objects or works of authorship created or produced by the Contractor as a result of and in furtherance of performing the services required by this Contract.
BRC	The Bias Review Committee - A committee appointed by the State Board of Education and mandated by legislation to review all test objectives and items against potential bias. It is made up of members that are culturally sensitive to all minority student populations who will be responding to test items.
MDE	The Michigan Department of Education
MTTC	Michigan Test for teacher Certification - A test program mandated by legislation as a requirement for the certification of Michigan teachers.
NCLBA	The No Child Left Behind Act - New federal legislation requiring, in part, the recruitment of quality teachers and quality paraprofessionals for K-12 public schools for the improvement of achievement of all students.

TERMS	DEFINITIONS
OPPS	The Office of Professional Preparation Services - An office within the Michigan Department of Education, whose responsibility includes oversight of the preparation and certification of Michigan teachers and other K-12 educators.
STAC	The Standing Technical Advisory Council - An advisory group made up of higher education and K-12 educators appointed by the State Board of Education as per the testing legislation act, whose charge is to provide recommendations on technical issues regarding the testing program.
TEAC	The Teacher Examination Advisory Committee - An advisory group made up of higher education and K-12 educators appointed by the State Board of Education as per the testing legislation act, whose charge is to provide recommendations and advice regarding policy issues for the testing program.



**SECTION I
CONTRACTUAL SERVICES TERMS AND CONDITIONS**

I-A PURPOSE

The purpose of this Contract is to obtain a contractor to select, develop, and/or maintain a basic skills examination and an appropriate subject area examination for each subject area of certification to be used in the certification of teachers.

The Contract is a unit price contract and the Contractor shall be reimbursed for services per the candidates fees assessed.

I-B TERM OF CONTRACT

The State of Michigan is not liable for any cost incurred by any bidder prior to signing of a Contract by all parties. The Michigan Test for Teacher Certification (MTTC) covers the period October 1, 2003 through September 30, 2008. The State fiscal year is October 1st through September 30th. The Contractor should realize that payments in any given fiscal year are contingent upon enactment of legislative appropriations.

I-C ISSUING OFFICE

This Contract is issued by the State of Michigan, Department of Management and Budget (DMB), Acquisition Services, hereafter known as Acquisition Services, on behalf of the State of Michigan, Department of Education, hereafter known as the Department. Where actions are a combination of those of Acquisition Services and the Michigan Department of Education, the authority will be known as the State.

Acquisition Services is the sole point of contact in the State with regard to all procurement and contractual matters relating to the services described herein.

Acquisition Services is the only office authorized to change, modify, amend, alter, clarify, etc., the prices, specifications, terms, and conditions of the Contract. Acquisition Services will remain the SOLE POINT OF CONTACT throughout the procurement process, until such time as the Director of Acquisition Services shall direct otherwise in writing. See Paragraph II-C below. All communications concerning this procurement must be addressed to:

Sue Ciecwa, Buyer
 Strategic Business Development
 DMB, Acquisition Services
 2nd Floor, Mason Building
 P.O. Box 30026
 Lansing, MI 48909
 Phone: (517) 373-0301
 E-mail: CiecwaS@michigan.gov



I-D CONTRACT ADMINISTRATOR

Upon receipt at Acquisition Services of the properly executed Contract Agreement, it is anticipated that the Director of Acquisition Services will direct that the person named below or any other person so designated be authorized to administer the Contract on a day-to-day basis during the term of the Contract. However, administration of any Contract resulting from this Request implies no authority to change, modify, clarify, amend, or otherwise alter the prices, terms, conditions, and specifications of such Contract. That authority is retained by Acquisition Services. The Contract Administrator for this project is:

Catherine B. Smith, Supervisor
Program Preparation & Continuing Education
Michigan Department of Education
P.O. Box 30008
Lansing, MI 48909
Phone: (517) 335-0874
E-mail: SmithCB@michigan.gov

I-E COST LIABILITY

The State of Michigan assumes no responsibility or liability for costs incurred by the Contractor prior to the signing of any Contract resulting from this Request. Total liability of the State is limited to the terms and conditions of any resulting Contract.

I-F CONTRACTOR RESPONSIBILITIES

The Contractor will be required to assume responsibility for all contractual activities offered in this proposal whether or not that Contractor performs them. Further, the State will consider the Prime Contractor to be the sole point of contact with regard to contractual matters, including but not limited to payment of any and all costs resulting from the anticipated Contract. If any part of the work is to be subcontracted, the contractor must notify the state and identify the subcontractor(s), including firm name and address, contact person, complete description of work to be subcontracted, and descriptive information concerning subcontractor's organizational abilities. The State reserves the right to approve subcontractors for this project and to require the Contractor to replace subcontractors found to be unacceptable. The Contractor is totally responsible for adherence by the subcontractor to all provisions of the Contract.

I-G NEWS RELEASES

News releases pertaining to this document or the services, study, data, or project to which it relates will not be made without prior written State approval, and then only in accordance with the explicit written instructions from the State. No results of the program are to be released without prior approval of the State and then only to persons designated.



I-H DISCLOSURE

All information contained in Contractor's proposal and this Contract is subject to the provisions of the Freedom of Information Act, 1976 Public Act No. 442, as amended, MCL 15.231, *et seq.*

I-I ACCOUNTING RECORDS

The Contractor will be required to maintain all pertinent financial and accounting records and evidence pertaining to the Contract in accordance with generally accepted principles of accounting and other procedures specified by the State of Michigan. Financial and accounting records shall be made available, upon request, to the State of Michigan, its designees, or the Michigan Auditor General at any time during the Contract period and any extension thereof, and for three (3) years from the expiration date and final payment on the Contract or extension thereof.

I-J INDEMNIFICATION

A. General Indemnification

To the fullest extent permitted by law, the Contractor shall indemnify, defend and hold harmless the State, its departments, divisions, agencies, sections, commissions, officers, employees and agents, from and against all losses, liabilities, penalties, fines, damages and claims (including taxes), and all related costs and expenses (including reasonable attorneys' fees and disbursements and costs of investigation, litigation, settlement, judgments, interest and penalties), arising from or in connection with any of the following:

1. any claim, demand, action, citation or legal proceeding against the State, its employees and agents arising out of or resulting from (1) the product provided or (2) performance of the work, duties, responsibilities, actions or omissions of the Contractor or any of its subcontractors under this Contract.
2. any claim, demand, action, citation or legal proceeding against the State, its employees and agents arising out of or resulting from a breach by the Contractor of any representation or warranty made by the Contractor in the Contract;
3. any claim, demand, action, citation or legal proceeding against the State, its employees and agents arising out of or related to occurrences that the Contractor is required to insure against as provided for in this Contract;



- 4. any claim, demand, action, citation or legal proceeding against the State, its employees and agents arising out of or resulting from the death or bodily injury of any person, or the damage, loss or destruction of any real or tangible personal property, in connection with the performance of services by the Contractor, by any of its subcontractors, by anyone directly or indirectly employed by any of them, or by anyone for whose acts any of them may be liable; provided, however, that this indemnification obligation shall not apply to the extent, if any, that such death, bodily injury or property damage is caused solely by the negligence or reckless or intentional wrongful conduct of the State;
- 5. any claim, demand, action, citation or legal proceeding against the State, its employees and agents which results from an act or omission of the Contractor or any of its subcontractors in its or their capacity as an employer of a person.

B. Patent/Copyright Infringement Indemnification

To the fullest extent permitted by law, the Contractor shall indemnify, defend and hold harmless the State, its employees and agents from and against all losses, liabilities, damages (including taxes), and all related costs and expenses (including reasonable attorneys' fees and disbursements and costs of investigation, litigation, settlement, judgments, interest and penalties) incurred in connection with any action or proceeding threatened or brought against the State to the extent that such action or proceeding is based on a claim that any piece of equipment, software, commodity or service supplied by the Contractor or its subcontractors, or the operation of such equipment, software, commodity or service, or the use or reproduction of any documentation provided with such equipment, software, commodity or service infringes any United States or foreign patent, copyright, trade secret or other proprietary right of any person or entity, which right is enforceable under the laws of the United States. In addition, should the equipment, software, commodity, or service, or the operation thereof, become or in the Contractor's opinion be likely to become the subject of a claim of infringement, the Contractor shall at the Contractor's sole expense (i) procure for the State the right to continue using the equipment, software, commodity or service or, if such option is not reasonably available to the Contractor, (ii) replace or modify the same with equipment, software, commodity or service of equivalent function and performance so that it becomes non-infringing, or, if such option is not reasonably available to Contractor, (iii) accept its return by the State with appropriate credits to the State against the Contractor's charges and reimburse the State for any losses or costs incurred as a consequence of the State ceasing its use and returning it.

C. Indemnification Obligation Not Limited

In any and all claims against the State of Michigan, or any of its agents or employees, by any employee of the Contractor or any of its subcontractors, the indemnification obligation under the Contract shall not be limited in any way by the amount or type of damages, compensation or benefits payable by or for the Contractor or any of its subcontractors under worker's disability compensation acts, disability benefits acts, or other employee benefits acts. This indemnification clause is intended to be comprehensive. Any overlap in subclauses, or the fact



that greater specificity is provided as to some categories of risk, is not intended to limit the scope of indemnification under any other subclause.

D. Continuation of Indemnification Obligation

The duty to indemnify will continue in full force and affect notwithstanding the expiration or early termination of the Contract with respect to any claims based on facts or conditions, which occurred prior to termination.

I-K LIMITATION OF LIABILITY

Except as set forth herein, neither the Contractor nor the State shall be liable to the other party for indirect or consequential damages, even if such party has been advised of the possibility of such damages. Such limitation as to indirect or consequential damages shall not be applicable for claims arising out of gross negligence, willful misconduct, or Contractor's indemnification responsibilities to the State as set forth in Section I-J with respect to third party claims, action and proceeding brought against the State.

I-L NON INFRINGEMENT/COMPLIANCE WITH LAWS

The Contractor warrants that in performing the services called for by this Contract it will not violate any applicable law, rule, or regulation, any contracts with third parties, or any intellectual rights of any third party, including but not limited to, any United States patent, trademark, copyright, or trade secret.

I-M WARRANTIES AND REPRESENTATIONS

The Contract will contain customary representations and warranties by the Contractor, including, without limitation, the following:

1. The Contractor will perform all services in accordance with high professional standards in the industry;
2. The Contractor will use adequate numbers of qualified individuals with suitable training, education, experience and skill to perform the services;
3. The Contractor will use its best efforts to use efficiently any resources or services necessary to provide the services that are separately chargeable to the State;
4. The Contractor will use its best efforts to perform the services in the most cost effective manner consistent with the required level of quality and performance;
5. The Contractor will perform the services in a manner that does not infringe the proprietary rights of any third party;
6. The Contractor will perform the services in a manner that complies with all applicable laws and regulations;



I-P WORK PRODUCT AND OWNERSHIP

1. Work Products shall be considered works made by the Contractor for hire by the State and shall belong exclusively to the State and its designees, unless specifically provided otherwise by mutual agreement of the Contractor and the State. If by operation of law any of the Work Product, including all related intellectual property rights, is not owned in its entirety by the State automatically upon creation thereof, the Contractor agrees to assign, and hereby assigns to the State and its designees the ownership of such Work Product, including all related intellectual property rights. The Contractor agrees to provide, at no additional charge, any assistance and to execute any action reasonably required for the State to perfect its intellectual property rights with respect to the aforementioned Work Product.

2. Notwithstanding any provision of this Contract to the contrary, any preexisting work or materials including, but not limited to, any routines, libraries, tools, methodologies, processes or technologies (collectively, the "Development Tools") created, adapted or used by the Contractor in its business generally, including any and all associated intellectual property rights, shall be and remain the sole property of the Contractor, and the State shall have no interest in or claim to such preexisting work, materials or Development Tools, except as necessary to exercise its rights in the Work Product. Such rights belonging to the State shall include, but not be limited to, the right to use, execute, reproduce, display, perform and distribute copies of and prepare derivative works based upon the Work Product, and the right to authorize others to do any of the foregoing, irrespective of the existence therein of preexisting work, materials and Development Tools, except as specifically limited herein.

3. The Contractor and its subcontractors shall be free to use and employ their general skills, knowledge and expertise, and to use, disclose, and employ any generalized ideas, concepts, knowledge, methods, techniques or skills gained or learned during the course of performing the services under this Contract, so long as the Contractor or its subcontractors acquire and apply such information without disclosure of any confidential or proprietary information of the State, and without any unauthorized use or disclosure of any Work Product resulting from this Contract.

I-Q CONFIDENTIALITY OF DATA AND INFORMATION

1. All financial, statistical, personnel, technical and other data and information relating to the State's operation which are designated confidential by the State and made available to the Contractor in order to carry out this Contract, or which become available to the Contractor in carrying out this Contract, shall be protected by the Contractor from unauthorized use and disclosure through the observance of the same or more effective procedural requirements as are applicable to the State. The identification of all such confidential data and information as well as the State's procedural requirements for protection of such data and information from unauthorized use and disclosure shall be provided by the State in writing to the Contractor. If the methods and procedures employed by the Contractor for the protection of the Contractor's data and information are deemed by the State to be adequate for the protection of the State's confidential information, such methods and procedures may be used, with the written consent of the State, to carry out the intent of this section.



2. The Contractor shall not be required under the provisions of this section to keep confidential, (1) information generally available to the public, (2) information released by the State generally, or to the Contractor without restriction, (3) information independently developed or acquired by the Contractor or its personnel without reliance in any way on otherwise protected information of the State. Notwithstanding the foregoing restrictions, the Contractor and its personnel may use and disclose any information which it is otherwise required by law to disclose, but in each case only after the State has been so notified, and has had the opportunity, if possible, to obtain reasonable protection for such information in connection with such disclosure.

I-R REMEDIES FOR BREACH OF CONFIDENTIALITY

The Contractor acknowledges that a breach of its confidentiality obligations as set forth in section I-Q of this Contract shall be considered a material breach of the Contract. Furthermore the Contractor acknowledges that in the event of such a breach the State shall be irreparably harmed. Accordingly, if a court should find that the Contractor has breached or attempted to breach any such obligations, the Contractor will not oppose the entry of an appropriate order restraining it from any further breaches or attempted or threatened breaches. This remedy shall be in addition to and not in limitation of any other remedy or damages provided by law.

I-S CONTRACTOR'S LIABILITY INSURANCE

The Contractor is required to provide proof of the minimum levels of insurance coverage as indicated below. The purpose of this coverage shall be to protect the State from claims which may arise out of or result from the Contractor's performance of services under the terms of this Contract, whether such services are performed by the Contractor, or by any subcontractor, or by anyone directly or indirectly employed by any of them, or by anyone for whose acts they may be liable.

The Contractor waives all rights against the State of Michigan, its departments, divisions, agencies, offices, commissions, officers, employees and agents for recovery of damages to the extent these damages are covered by the insurance policies the Contractor is required to maintain pursuant to this Contract. The Contractor also agrees to provide evidence that all applicable insurance policies contain a waiver of subrogation by the insurance company.

All insurance coverages provided relative to this Contract/Purchase Order is PRIMARY and NON-CONTRIBUTING to any comparable liability insurance (including self-insurances) carried by the State.

The Insurance shall be written for not less than any minimum coverage herein specified or required by law, whichever is greater. All deductible amounts for any of the required policies are subject to approval by the State.

The State reserves the right to reject insurance written by an insurer the State deems unacceptable.



BEFORE THE CONTRACT IS SIGNED BY BOTH PARTIES OR BEFORE THE PURCHASE ORDER IS ISSUED BY THE STATE, THE CONTRACTOR MUST FURNISH TO THE DIRECTOR OF Acquisition Services, CERTIFICATE(S) OF INSURANCE VERIFYING INSURANCE COVERAGE. THE CERTIFICATE MUST BE ON THE STANDARD "ACCORD" FORM. THE CONTRACT OR PURCHASE ORDER NO. MUST BE SHOWN ON THE CERTIFICATE OF INSURANCE TO ASSURE CORRECT FILING. All such Certificate(s) are to be prepared and submitted by the Insurance Provider and not by the Contractor. All such Certificate(s) shall contain a provision indicating that coverages afforded under the policies WILL NOT BE CANCELLED, MATERIALLY CHANGED, OR NOT RENEWED without THIRTY (30) days prior written notice, except for 10 days for non-payment of premium, having been given to the Director of Acquisition Services, Department of Management and Budget. Such NOTICE must include the CONTRACT NUMBER affected and be mailed to: Director, Acquisition Services, Department of Management and Budget, P.O. Box 30026, Lansing, Michigan 48909.

The Contractor is required to provide the type and amount of insurance checked (☑) below:

- ☑ 1. Commercial General Liability with the following minimum coverages:
 - \$2,000,000 General Aggregate Limit other than Products/Completed Operations
 - \$2,000,000 Products/Completed Operations Aggregate Limit
 - \$1,000,000 Personal & Advertising Injury Limit
 - \$1,000,000 Each Occurrence Limit
 - \$500,000 Fire Damage Limit (any one fire)

The Contractor must list the State of Michigan, its departments, divisions, agencies, offices, commissions, officers, employees and agents as ADDITIONAL INSURED(S) on the Commercial General Liability policy.

- ☑ 2. If a motor vehicle is used to provide services or products under this Contract, the Contractor must have vehicle liability insurance on any auto including owned, hired and non-owned vehicles used in Contractor's business for bodily injury and property damage as required by law.

The Contractor must list the State of Michigan, its departments, divisions, agencies, offices, commissions, officers, employees and agents as ADDITIONAL INSURED(S) on the vehicle liability policy.

- ☑ 3. Worker's disability compensation, disability benefit or other similar employee benefit act with minimum statutory limits. NOTE: (1) If coverage is provided by a State fund or if Contractor has qualified as a self-insurer, separate certification must be furnished that coverage is in the state fund or that Contractor has approval to be a self-insurer; (2) Any citing of a policy of insurance must include a listing of the States where that policy's coverage is applicable; and (3) Any policy of insurance must contain a provision or endorsement providing that the insurers' rights of subrogation are waived. This provision shall not be applicable where prohibited or limited by the laws of the jurisdiction in which the work is to be performed.



- 4. For contracts providing temporary staff personnel to the State, the Contractor shall provide an Alternate Employer Endorsement with minimum coverage of \$1,000,000.
- 5. Employers liability insurance with the following minimum limits:
 - \$100,000 each accident
 - \$100,000 each employee by disease
 - \$500,000 aggregate disease
- 6. Professional Liability Insurance (Errors and Omissions coverage) with the following minimum coverage:
 - \$1,000,000 each occurrence and \$3,000,000 annual aggregate
 - \$3,000,000 each occurrence and \$5,000,000 annual aggregate
 - \$5,000,000 each occurrence and \$10,000,000 annual aggregate
- 7. Medical Professional Liability, minimum coverage
 - \$100,000 each occurrence and \$300,000 annual aggregate *(for single practitioner)*
 - \$200,000 each occurrence and \$600,000 annual aggregate *(for single practitioner)*
 - \$1,000,000 each occurrence and \$5,000,000 annual aggregate *(for group practice)*

I-T NOTICE AND RIGHT TO CURE

In the event of a curable breach by the Contractor, the State shall provide the Contractor written notice of the breach and a time period to cure said breach described in the notice. This section requiring notice and an opportunity to cure shall not be applicable in the event of successive or repeated breaches of the same nature or if the State determines in its sole discretion that the breach poses a serious and imminent threat to the health or safety of any person or the imminent loss, damage or destruction of any real or tangible personal property.

I-U CANCELLATION

The State may cancel this Contract without further liability or penalty to the State, its departments, divisions, agencies, offices, commissions, officers, agents and employees for any of the following reasons:

- 1. Material Breach by the Contractor. In the event that the Contractor breaches any of its material duties or obligations under the Contract, which are either not capable of or subject to being cured, or are not cured within the time period specified in the written notice of breach provided by the State, or pose a serious and imminent threat to the health and safety of any person, or the imminent loss, damage or destruction of any real or tangible personal property, the State may, having provided written notice of cancellation to the Contractor, cancel this Contract in whole or in part, for cause, as of the date specified in the notice of cancellation.



In the event that this Contract is cancelled for cause, in addition to any legal remedies otherwise available to the State by law or equity, the Contractor shall be responsible for all costs incurred by the State in canceling the Contract, including but not limited to, State administrative costs, attorneys fees and court costs, and any additional costs the State may incur to procure the services required by this Contract from other sources. All excess reprourement costs and damages shall not be considered by the parties to be consequential, indirect or incidental, and shall not be excluded by any other terms otherwise included in the Contract.

In the event the State chooses to partially cancel this Contract for cause charges payable under this Contract will be equitably adjusted to reflect those services that are cancelled.

In the event this Contract is cancelled for cause pursuant to this section, and it is therefore determined, for any reason, that the Contractor was not in breach of contract pursuant to the provisions of this section, that cancellation for cause shall be deemed to have been a cancellation for convenience, effective as of the same date, and the rights and obligations of the parties shall be limited to that otherwise provided in the Contract for a cancellation for convenience.

2. Cancellation For Convenience By the State. The State may cancel this Contract for its convenience, in whole or part, if the State determines that such a cancellation is in the State's best interest. Reasons for such cancellation shall be left to the sole discretion of the State and may include, but not limited to (a) the State no longer needs the services or products specified in the Contract, (b) relocation of office, program changes, changes in laws, rules, or regulations make implementation of the Contract services no longer practical or feasible, and (c) unacceptable prices for additional services requested by the State. The State may cancel the Contract for its convenience, in whole or in part, by giving the Contractor written notice 30 days prior to the date of cancellation. If the State chooses to cancel this Contract in part, the charges payable under this Contract shall be equitably adjusted to reflect those services that are cancelled.

3. Non-Appropriation. In the event that funds to enable the State to effect continued payment under this Contract are not appropriated or otherwise made available. The Contractor acknowledges that, if this Contract extends for several fiscal years, continuation of this Contract is subject to appropriation or availability of funds for this project. If funds are not appropriated or otherwise made available, the State shall have the right to cancel this Contract at the end of the last period for which funds have been appropriated or otherwise made available by giving written notice of cancellation to the Contractor. The State shall give the Contractor written notice of such non-appropriation or unavailability within 30 days after it receives notice of such non-appropriation or unavailability.

4. Criminal Conviction. In the event the Contractor, an officer of the Contractor, or an owner of a 25% or greater share of the Contractor, is convicted of a criminal offense incident to the application for or performance of a State, public or private Contract or subcontract; or convicted of a criminal offense including but not limited to any of the following: embezzlement, theft, forgery, bribery, falsification or destruction of records, receiving stolen property, attempting to influence a public employee to breach the



ethical conduct standards for State of Michigan employees; convicted under State or federal antitrust statutes; or convicted of any other criminal offense which in the sole discretion of the State, reflects upon the Contractor’s business integrity.

5. Approvals Rescinded. The State may terminate this Contract without further liability or penalty in the event any final administrative or judicial decision or adjudication disapproves a previously approved request for purchase of personal services pursuant to Constitution 1963, Article 11, section 5, and Civil Service Rule 4-6. Termination may be in whole or in part and may be immediate as of the date of the written notice to Contractor or may be effective as of the date stated in such written notice.

I-V RIGHTS AND OBLIGATIONS UPON CANCELLATION

1. If the Contract is canceled by the State for any reason, the Contractor shall, (a) stop all work as specified in the notice of cancellation, (b) take any action that may be necessary, or that the State may direct, for preservation and protection of Work Product or other property derived or resulting from the Contract that may be in the Contractor’s possession, (c) return all materials and property provided directly or indirectly to the Contractor by any entity, agent or employee of the State, (d) transfer title and deliver to the State, unless otherwise directed by the Contract Administrator or his or her designee, all Work Product resulting from the Contract, and (e) take any action to mitigate and limit any potential damages, or requests for Contractor adjustment or cancellation settlement costs, to the maximum practical extent, including, but not limited to, canceling or limiting as otherwise applicable, those subcontracts, and outstanding orders for material and supplies resulting from the canceled Contract.

2. In the event the State cancels this Contract prior to its expiration for its own convenience, the State shall pay the Contractor for all charges due for services provided prior to the date of cancellation and if applicable as a separate item of payment pursuant to the Contract, for partially completed Work Product, on a percentage of completion basis. In the event of a cancellation for cause, or any other reason under the Contract, the State will pay, if applicable, as a separate item of payment pursuant to the Contract, for all partially completed Work Products, to the extent that the State requires the Contractor to submit to the State any such deliverables, and for all charges due under the Contract for any cancelled services provided by the Contractor prior to the cancellation date. All completed or partially completed Work Product prepared by the Contractor pursuant to this Contract shall, at the option of the State, become the State’s property, and the Contractor shall be entitled to receive just and fair compensation for such Work Product. Regardless of the basis for the cancellation, the State shall not be obligated to pay, or otherwise compensate, the Contractor for any lost expected future profits, costs or expenses incurred with respect to Services not actually performed for the State.



3. If any such cancellation by the State is for cause, the State shall have the right to set-off against any amounts due the Contractor, the amount of any damages for which the Contractor is liable to the State under this Contract or pursuant to law and equity.
4. Upon a good faith cancellation, the State shall have the right to assume, at its option, any and all subcontracts and agreements for services and materials provided under this Contract, and may further pursue completion of the Work Product under this Contract by replacement contract or otherwise as the State may in its sole judgment deem expedient.

I-W EXCUSABLE FAILURE

1. Neither party shall be liable for any default or delay in the performance of its obligations under the Contract if and to the extent such default or delay is caused, directly or indirectly, by: fire, flood, earthquake, elements of nature or acts of God; riots, civil disorders, rebellions or revolutions in any country; the failure of the other party to perform its material responsibilities under the Contract (either itself or through another contractor); injunctions (provided the injunction was not issued as a result of any fault or negligence of the party seeking to have its default or delay excused); or any other cause beyond the reasonable control of such party; provided the non-performing party and its subcontractors are without fault in causing such default or delay, and such default or delay could not have been prevented by reasonable precautions and cannot reasonably be circumvented by the non-performing party through the use of alternate sources, workaround plans or other means, including disaster recovery plans. In such event, the non-performing party will be excused from any further performance or observance of the obligation(s) so affected for as long as such circumstances prevail and such party continues to use its best efforts to recommence performance or observance whenever and to whatever extent possible without delay provided such party promptly notifies the other party in writing of the inception of the excusable failure occurrence, and also of its abatement or cessation.
2. If any of the above enumerated circumstances substantially prevent, hinder, or delay performance of the services necessary for the performance of the State's functions for more than 14 consecutive days, and the State determines that performance is not likely to be resumed within a period of time that is satisfactory to the State in its reasonable discretion, then at the State's option: (a) the State may procure the affected services from an alternate source, and the State shall not be liable for payments for the unperformed services under the Contract for so long as the delay in performance shall continue; (b) the State may cancel any portions of the Contract so affected and the charges payable thereunder shall be equitably adjusted to reflect those services canceled; or (c) the Contract will be canceled without liability of the State to the Contractor as of the date specified by the State in a written notice of cancellation to the Contractor. The Contractor will not have the right to any additional payments from the State as a result of any excusable failure occurrence or to payments for services not rendered as a result of the excusable failure condition. Defaults or delays in performance by the Contractor which are caused by acts or omissions of its subcontractors will not relieve the Contractor of its obligations under the Contract except to the extent that a subcontractor is itself subject to any



excusable failure condition described above and the Contractor cannot reasonably circumvent the effect of the subcontractor's default or delay in performance through the use of alternate sources, workaround plans or other means.

I-X ASSIGNMENT

The Contractor shall not have the right to assign this Contract or to assign or delegate any of its duties or obligations under this Contract to any other party (whether by operation of law or otherwise), without the prior written consent of the State. Any purported assignment in violation of this section shall be null and void. Further, the Contractor may not assign the right to receive money due under the Contract without the prior written consent of the Director of Acquisition Services.

I-Y DELEGATION

The Contractor shall not delegate any duties or obligations under this Contract to a subcontractor other than a subcontractor named in the bid unless the Director of Acquisition Services has given written consent to the delegation.

I-Z NON-DISCRIMINATION CLAUSE

In the performance of any Contract or purchase order resulting herefrom, the bidder agrees not to discriminate against any employee or applicant for employment, with respect to their hire, tenure, terms, conditions or privileges of employment, or any matter directly or indirectly related to employment, because of race, color, religion, national origin, ancestry, age, sex, height, weight, marital status, physical or mental disability unrelated to the individual's ability to perform the duties of the particular job or position. The bidder further agrees that every subcontract entered into for the performance of any Contract or purchase order resulting herefrom will contain a provision requiring non-discrimination in employment, as herein specified, binding upon each subcontractor. This covenant is required pursuant to the Elliot Larsen Civil Rights Act, 1976 Public Act 453, as amended, MCL 37.2101, *et seq*, and the Persons with Disabilities Civil Rights Act, 1976 Public Act 220, as amended, MCL 37.1101, *et seq*, and any breach thereof may be regarded as a material breach of the Contract or purchase order.

I-AA WORKPLACE SAFETY AND DISCRIMINATORY HARASSMENT

In performing services for the State pursuant to this Contract, the Contractor shall comply with Department of Civil Service Rules 2-20 regarding Workplace Safety and 1-8.3 regarding Discriminatory Harassment. In addition, the Contractor shall comply with Civil Service Regulations governing workplace safety and discriminatory harassment and any applicable state agency rules on these matters that the agency provides to the Contractor. Department of Civil Service Rules and Regulations can be found on the Department of Civil Service website at www.state.mi.us/mdcs/Regindx.

I-BB MODIFICATION OF SERVICE



The Director of Acquisition Services reserves the right to modify this service during the course of this Contract. Such modification may include adding or deleting tasks that this service shall encompass and/or any other modifications deemed necessary.

Any Contract resulting from this RFP may not be revised, modified, amended, extended, or augmented, except by a writing executed by the parties hereto, and any breach or default by a party shall not be waived or released other than in writing signed by the other party.

The State reserves the right to request from time to time, any changes to the requirements and specifications of the Contract and the work to be performed by the Contractor under the Contract. The Contractor shall provide a change order process and all requisite forms. The State reserves the right to negotiate the process during contract negotiation. At a minimum, the State would like the Contractor to provide a detailed outline of all work to be done, including tasks necessary to accomplish the deliverables, timeframes, listing of key personnel assigned, estimated hours for each individual per task, and a complete and detailed cost justification.

1. Within five (5) business days of receipt of a request by the State for any such change, or such other period of time as to which the parties may agree mutually in writing, the Contractor shall submit to the State a proposal describing any changes in products, services, timing of delivery, assignment of personnel, and the like, and any associated price adjustment. The price adjustment shall be based on a good faith determination and calculation by the Contractor of the additional cost to the Contractor in implementing the change request less any savings realized by the Contractor as a result of implementing the change request. The Contractor's proposal shall describe in reasonable detail the basis for the Contractor's proposed price adjustment, including the estimated number of hours by task by labor category required to implement the change request.
2. If the State accepts the Contractor's proposal, it will issue a change notice and the Contractor will implement the change request described therein. The Contractor will not implement any change request until a change notice has been issued validly. The Contractor shall not be entitled to any compensation for implementing any change request or change notice except as provided explicitly in an approved change notice.
3. If the State does not accept the Contractor's proposal, the State may:
 - a. withdraw its change request; or
 - b. modify its change request, in which case the procedures set forth above will apply to the modified change request.

If the State requests or directs the Contractor to perform any activities that are outside the scope of the Contractor's responsibilities under the Contract ("New Work"), the Contractor must notify the State promptly, and before commencing performance of the requested activities, that it believes the requested activities are New Work. If the Contractor fails to so notify the State prior to commencing performance of the requested activities, any such activities performed before notice is given by the Contractor shall be conclusively considered to be In-scope Services, not New Work.

If the State requests or directs the Contractor to perform any services or functions that are consistent with and similar to the services being provided by the Contractor under



the Contract, but which the Contractor reasonably and in good faith believes are not included within the scope of the Contractor's responsibilities and charges as set forth in the Contract, then prior to performing such services or function, the Contractor shall promptly notify the State in writing that it considers the services or function to be an "Additional Service" for which the Contractor should receive additional compensation. If the Contractor does not so notify the State, the Contractor shall have no right to claim thereafter that it is entitled to additional compensation for performing such services or functions. If the Contractor does so notify the State, then such a service or function shall be governed by the change request procedure set forth in the preceding paragraph.

IN THE EVENT PRICES ARE NOT ACCEPTABLE TO THE STATE, THE CONTRACT SHALL BE SUBJECT TO COMPETITIVE BIDDING BASED UPON THE NEW SPECIFICATIONS.

I-CC NOTICES

Any notice given to a party under this Contract must be written and shall be deemed effective, if addressed to such party as addressed below upon (i) delivery, if hand delivered; (ii) receipt of a confirmed transmission by facsimile if a copy of the notice is sent by another means specified in this section; (iii) the third (3rd) Business Day after being sent by U.S. mail, postage pre-paid, return receipt requested; or (iv) the next Business Day after being sent by a nationally recognized overnight express courier with a reliable tracking system.

For the Contractor:

William Phillip Gorth, Ph.D.
President
National Evaluations Systems, Inc.
P.O. Box 226
Amherst, Massachusetts 01004-0226
Phone: (413) 256-0444

For the State:

Sue Ciecwiwa, Buyer
Strategic Business Development
DMB, Acquisition Services
2nd Floor, Mason Building
P.O. Box 30026
Lansing, MI 48909
Phone: (517) 373-0301

Either party may change its address where notices are to be sent giving written notice in accordance with this section.

I-DD ENTIRE AGREEMENT



The contents of this document and the vendor's proposal will become contractual obligations, if a Contract ensues. Failure of the successful bidder to accept these obligations may result in cancellation of the award.

The Contract resulting from this RFP shall represent the entire agreement between the parties and supersedes all proposals or other prior agreements, oral or written, and all other communications between the parties relating to this subject.

I-EE NO WAIVER OF DEFAULT

The failure of a party to insist upon strict adherence to any term of this Contract shall not be considered a waiver or deprive the party of the right thereafter to insist upon strict adherence to that term, or any other term, of the Contract.

I-FF SEVERABILITY

Each provision of the Contract shall be deemed to be severable from all other provisions of the Contract and, if one or more of the provisions of the Contract shall be declared invalid, the remaining provisions of the Contract shall remain in full force and effect.

I-GG HEADINGS

Captions and headings used in the Contract are for information and organization purposes. Captions and headings, including inaccurate references, do not, in any way, define or limit the requirements or terms and conditions of this Contract.

I-HH RELATIONSHIP OF THE PARTIES

The relationship between the State and the Contractor is that of client and independent Contractor. No agent, employee, or servant of the Contractor or any of its subcontractors shall be or shall be deemed to be an employee, agent, or servant of the State for any reason. The Contractor will be solely and entirely responsible for its acts and the acts of its agents, employees, servants and subcontractors during the performance of this Contract.

I-II UNFAIR LABOR PRACTICES

Pursuant to 1980 Public Act 278, as amended, MCL 423.231, et seq, the State shall not award a Contract or subcontract to an employer whose name appears in the current register of employers failing to correct an unfair labor practice compiled pursuant to section 2 of the Act. This information is compiled by the United States National Labor Relations Board.

A Contractor of the State, in relation to the Contract, shall not enter into a Contract with a subcontractor, manufacturer, or supplier whose name appears in this register. Pursuant to section 4 of 1980 Public Act 278, MCL 423.324, the State may void any Contract if, subsequent to award of the Contract, the name of the Contractor as an employer, or the



name of the subcontractor, manufacturer or supplier of the Contractor appears in the register.

I-JJ SURVIVOR

Any provisions of the Contract that impose continuing obligations on the parties including, but not limited to the Contractor's indemnity and other obligations shall survive the expiration or cancellation of this Contract for any reason.

I-KK GOVERNING LAW

This Contract shall in all respects be governed by, and construed in accordance with, the laws of the State of Michigan. Any dispute arising herein shall be resolved in the State of Michigan.

I-LL YEAR 2000 SOFTWARE COMPLIANCE

The Contractor warrants that services provided under this Contract including but not limited to the production of all Work Products, shall be provided in an accurate and timely manner without interruption, failure or error due the inaccuracy of Contractor's business operations in processing date/time data (including, but not limited to, calculating, comparing, and sequencing) from, into, and between the twentieth and twenty-first centuries, and the years 1999 and 2000, including leap year calculations. The Contractor shall be responsible for damages resulting from any delays, errors or untimely performance resulting therefrom.

I-MM CONTRACT DISTRIBUTION

Acquisition Services shall retain the sole right of Contract distribution to all State agencies and local units of government unless other arrangements are authorized by Acquisition Services.

I-NN STATEWIDE CONTRACTS

If the contract is for the use of more than one agency and if the goods or services provided under the contract do not meet the form, function and utility required by an agency, that agency may, subject to state purchasing policies, procure the goods or services from another source.



I-OO ADHERANCE TO PM METHODOLOGY STANDARD

The State has adopted a standard, documented Project Management Methodology (PMM) for use on all Information Technology (IT) based projects. This policy is referenced in the document titled “Project Management Methodology” – DMB Administrative Guide Procedure 1380.02 issued June 2000. Vendors may obtain a copy of this procedure by contacting the DMB Office of Information Technology Solutions. The State of Michigan Project Management Methodology can be obtained from the DMB Office of Project Management’s website at <http://www.state.mi.us/cio/opm>.

The contractor shall use the State’s PMM to manage State of Michigan Information Technology (IT) based projects. The requesting agency will provide the applicable documentation and internal agency processes for the methodology. If the vendor requires training on the methodology, those costs shall be the responsibility of the vendor, unless otherwise stated.

I-PP ELECTRONIC FUNDS TRANSFER

Electronic transfer of funds is available to State contractors. Vendors are encouraged to register with the State of Michigan Office of Financial Management so the State can make payments related to this Contract electronically at www.cpexpress.state.mi.us.

I-QQ DISCLOSURE OF LITIGATION

1. The Contractor shall notify the State in its bid proposal, if it, or any of its subcontractors, or their officers, directors, or key personnel under this Contract, have ever been convicted of a felony, or any crime involving moral turpitude, including, but not limited to fraud, misappropriation or deception. Contractor shall promptly notify the State of any criminal litigation, investigations or proceeding which may have arisen or may arise involving the Contractor or any of the Contractor’s subcontractor, or any of the foregoing entities’ then current officers or directors during the term of this Contract and three years thereafter.
2. The Contractor shall notify the State in its bid proposal, and promptly thereafter as otherwise applicable, of any civil litigation, arbitration, proceeding, or judgments that may have arisen against it or its subcontractors during the five years proceeding its bid proposal, or which may occur during the term of this Contract or three years thereafter, which involve (1) products or services similar to those provided to the State under this Contract and which either involve a claim in excess of \$250,000 or which otherwise may affect the viability or financial stability of the Contractor , or (2) a claim or written allegation of fraud by the Contractor or any subcontractor hereunder, arising out of their business activities, or (3) a claim or written allegation that the Contractor or any subcontractor hereunder violated any federal, state or local statute, regulation or ordinance. Multiple lawsuits and or judgments against the Contractor or subcontractor, in any an amount less than \$250,000 shall be disclosed to the State to the extent they affect the financial solvency and integrity of the Contractor or subcontractor.
3. All notices under subsection 1 and 2 herein shall be provided in writing to the State within fifteen business days after the Contractor learns about any such criminal or



civil investigations and within fifteen days after the commencement of any proceeding, litigation, or arbitration, as otherwise applicable. Details of settlements which are prevented from disclosure by the terms of the settlement shall be annotated as such. Semi-annually, during the term of the Contract, and thereafter for three years, Contractor shall certify that it is in compliance with this Section. Contractor may rely on similar good faith certifications of its subcontractors, which certifications shall be available for inspection at the option of the State.

- 4. Assurances - In the event that such investigation, litigation, arbitration or other proceedings disclosed to the State pursuant to this Section, or of which the State otherwise becomes aware, during the term of this Contract, causes the State to be reasonably concerned about:
 - a) the ability of the Contractor or its subcontractor to continue to perform this Contract in accordance with its terms and conditions, or
 - b) whether the Contractor or its subcontractor in performing services is engaged in conduct which is similar in nature to conduct alleged in such investigation, litigation, arbitration or other proceedings, which conduct would constitute a breach of this Contract or violation of Michigan or Federal law, regulation or public policy, then

The Contractor shall be required to provide the State all reasonable assurances requested by the State to demonstrate that: (a) the Contractor or its subcontractors hereunder will be able to continue to perform this Contract in accordance with its terms and conditions, (b) the Contractor or its subcontractors will not engage in conduct in performing services under this Contract which is similar in nature to the conduct alleged in any such litigation, arbitration or other proceedings.

- 5. The Contractor's failure to fully and timely comply with the terms of this section, including providing reasonable assurances satisfactory to the State, may constitute a material breach of this Contract.



I-RR STOP WORK

1. The State may, at any time, by written stop work order to the Contractor, require that the Contractor stop all, or any part, of the work called for by this Contract for a period of up to 90 days after the stop work order is delivered to the Contractor, and for any further period to which the parties may agree. The stop work order shall be specifically identified as such and shall indicate that it is issued under this section. Upon receipt of the stop work order, the Contractor shall immediately comply with its terms and take all reasonable steps to minimize the incurrence of costs allocable to the work covered by the stop work order during the period of work stoppage. Within the period of the stop work order, the State shall either:
 - a) Cancel the stop work order; or
 - b) Cancel the work covered by the stop work order as provided in the cancellation section of this Contract.

2. If a stop work order issued under this section is canceled or the period of the stop work order or any extension thereof expires, the Contractor shall resume work. The State shall make an equitable adjustment in the delivery schedule, the contract price, or both, and the Contract shall be modified, in writing, accordingly, if:
 - a) The stop work order results in an increase in the time required for, or in the Contractor's costs properly allocable to the performance of any part of this Contract; and
 - b) The Contractor asserts its right to an equitable adjustment within 30 days after the end of the period of work stoppage; provided, that if the State decides the facts justify the action, the State may receive and act upon a proposal submitted at any time before final payment under this Contract.

3. If the stop work order is not canceled and the work covered by the stop work order is canceled for reasons other than material breach, the State shall allow reasonable costs resulting from the stop work order in arriving at the cancellation settlement.

4. If a stop work order is not canceled and the work covered by the stop work order is canceled for material breach, the State shall not allow, by equitable adjustment or otherwise, reasonable costs resulting from the stop work order.

5. An appropriate equitable adjustment may be made in any related contract of the Contractor that provides for adjustment and is affected by any stop work order under this section. The State shall not be liable to the Contractor for loss of profits because of a stop work order issued under this section.



**SECTION II
WORK STATEMENT**

II-A BACKGROUND/WORK STATEMENT

Public Act 267 of 1986 established the requirements for an examination program for candidates for teacher certification stating that beginning September 1, 1991, the State Board of Education shall only issue a teaching certificate to a person who has passed both a basic skills examination and each appropriate subject area examination for each subject area in which he or she is to be certified. Beginning September 1, 1991, persons holding teaching degrees from out-of-state teacher preparation institutions and who apply for a Michigan teacher's certificate shall be required to pass both a Michigan state board approved basic skills examination and each appropriate Michigan state board approved subject area examinations.

Further, the Act specified that the department, or if approved by the State Board, a private testing service, may assess a fee for taking the basic skills and the subject area examinations. The fees, which shall be set by the State Board, shall not exceed \$50 for a basic skills examination or \$75 for a subject for administrative expenses that it incurs in implementing subsections of the Act (2 to 12).

In 1990-91, a Request for Proposal (RFP) was developed to initiate the implementation of Michigan Statutes, Public Act 267 - Section 1531. As a result of this RFP, a contract was awarded to National Evaluation Systems, Inc. (NES) for a period of five years following the extensive competitive bid process. The contract was a fixed unit price contract funded solely by applicant fees. The term of the contract was June 1, 1991, through September 30, 1996.

The examination program was developed with input from two mandated advisory groups, the Teacher Examination Advisory Committee (TEAC) and the Standing Technical Advisory Council (STAC). These advisory groups are comprised of representatives of public, nonpublic, K-12, and postsecondary education. Based on the advice of these groups and approval of the State Board of Education, examinations were developed specifically for Michigan. The examination program includes a basic skills examination and subject area examinations. There are currently 3 components of the basic skills examination (reading, writing, and mathematics) and 80 subject area examinations of content knowledge only (excluding pedagogy). The first examinations were administered in February 1992 with additional administrations in April, July, and October 1992, and January and March 1993. Examinations were administered four times each year.

Following the 1992 test administrations, Public Act 282 of 1992 (Appendix A) was enacted to strengthen and clarify the requirements of the original testing legislation by changing the time frame by which candidates must take and pass examinations and by creating a new "differentiated" elementary certificate. The following paragraphs amended the original legislation.

- (2) Beginning July 1, 1992, and subject to subsection (2), the State Board shall only issue a teaching certificate to a person who has passed appropriate examinations as follows:



- (a) For a secondary level teaching certificate, has passed both the basic skills examination and the appropriate available subject area examination for each subject area in which he or she applies to be certified.
 - (b) For an elementary level teaching certificate, has passed the basic skills examination and, if it is available, the elementary certification examination, and has passed the appropriate available subject area examination for each subject area, if any, in which he or she applies to be certified.
- (3) Beginning July 1, 1992, a person holding a certificate from another state or a teaching degree from an out-of-state teacher preparation institution who applies for a Michigan teaching certificate shall be required to pass appropriate examinations as follows:
- (a) For a secondary level teaching certificate, pass both the basic skills examination and the appropriate available subject area examination for each subject area in which he or she applies to be certified. The State Board may accept passage of an equivalent* examination approved by the State Board to meet one or both of these requirements.
 - (b) For an elementary level teaching certificate, pass the basic skills examination and, if it is available, the elementary certification examination, and pass the appropriate available subject area examination for each subject area, if any, in which he or she applies to be certified. The State Board may accept passage of an equivalent* examination approved by the State Board to meet one or more of these requirements.
- (9) The basic skills examination, the elementary certification examination, and the subject area examinations required by this section may be taken at different times during an approved teacher preparation program, but subject to subsection (11), the basic skills examination must be passed before a person is enrolled for student teaching and the elementary certification examination and the subject area examinations, as applicable, must be passed before a person is recommended for certification.
- (10) The department, or if approved by the State Board, a private testing service, may assess fees for taking the basic skills examination, elementary certification examination, and the subject area examinations. The fees, which shall be set by the State Board, shall not exceed \$50.00 for a basic skills examination or \$75.00 for an elementary certification examination or a subject area examination. However, if a subject area examination for vocational education includes a performance examination, an additional fee may be assessed for taking the performance examination. Fees received by the department shall be expended solely for administrative expenses that it incurs in implementing subsections (2) to (15).

* No criteria for equivalency and no requests to the State Board of Education have been made.



- (11) For persons who took an examination administered under this section in February 1992 or April 1992, the department shall make available not later than June 30, 1992, the results of the examination indicating both the person's score on the examination and whether the person has passed or failed the examination. If a person failed a basic skills examination administered in February 1992 or one or more subject area examinations administered in April 1992, the department shall allow the person to retake the failed examination once without charge to the person. Subsequent reexaminations shall be subject to the fees described in subsection (10). A person who failed a basic skills examination administered in February 1992 or April 1992 may be enrolled for student teaching before passing the basic skills examination before he or she may be recommended for certification.

- (12) Until September 1, 1993, a person holding a teaching certificate that was in effect on January 1, 1992, who applies for an elementary level teaching certificate or for certification in a subject area, and who meets the other applicable requirements, is not required to pass the elementary certification examination or appropriate subject area examination, as applicable, in order to receive the elementary level teaching certificate or to be certified in the subject area.

.....
Under the provisions of P.A. 267, candidates seeking elementary certification were required to take and pass the basic skills examination and subject area examinations in their major(s) and minor(s). Having met the requirements for certification, these candidates would receive a provisional elementary certificate with endorsements in their major(s) and minor(s). These candidates would be certified to teach grades K-8 all subjects in a self-contained classroom and grades K-8 in their areas of endorsement. Under the provisions of P.A. 282, candidates for elementary certification are required to take and pass the basic skills examinations and the elementary examination. These candidates may choose to also take and pass subject area examinations in their major(s) and minor(s) areas of study. If the candidates do not choose to also take and pass the subject area examinations, they will be certified to teach grades K-5 all subjects and grades 6-8 in a self-contained classroom. If these candidates choose to take and pass subject area examinations in their major(s) and minor(s), they will receive subject area endorsements that will allow them to teach grades 6-8 in their endorsement areas.

Subsection (10) of P.A. 282 is amended to include the elementary certification examination and the assessment of a \$75 fee for this examination (the existing authorized cost for a subject area examination). It also includes language authorizing the charge of an additional fee for a vocational education performance examination.

Several meetings were held with Michigan Department of Education instructional specialists to discuss testing issues and special sessions were held for Department staff to review comments provided by participants in the content validation process. Based on this input and the review of the testing results, it was decided that 20 tests would be redeveloped during the course of the contract.



A description of the test development/redevelopment process is included in Appendix B. This process involves the assembly of one or more teams of practicing Michigan teachers and teacher educators to construct the objectives of the tests, typically using State Board of Education (SBE) approved standards as a basis. Objectives for the new tests are then validated through a random survey of Michigan teachers and teacher educators in the respective subject area fields who rate the importance of each of the objectives for a beginning teacher. Test items are then prepared for all of the validated objectives. The teams are again assembled to review every draft examination question for content validation. These teams have complete authority to revise test questions, as deemed appropriate.

In addition to these procedures and as a standard practice, both the objectives and the items for the revised/developed tests are reviewed for bias. This involves the selection of a bias review panel from a culturally diverse pool of panelists approved by the State Board of Education. The bias review panel is assembled once to review the test objectives and then again to review the items for language, content, or perspective that could be generally agreed to constitute potential bias against candidates because of gender, race, ethnicity, nationality, religion, age, handicapping condition, or cultural, economic or geographic background. Completely revised tests usually are administered beginning with the October administration of the following year. A standard setting conference is then held in September of the administration year to gather advice on setting passing scores for the newly revised content areas. The results of the conference are then reviewed by the STAC, which will recommend passing scores for the revised tests. Copies of the current objectives for each test are given to each teacher preparation institution prior to the beginning of the testing cycle for duplication and distribution as they choose.

Following the “Development and Use of the Michigan Test for Teacher Certification (MTTC),” the State Board of Education directed staff to explore issues related to the inclusion of performance assessments and a test of pedagogy in the MTTC.

The TEAC proposed that performance assessments be included in the English and Spanish subject area tests on a pilot basis. The new tests were developed during 1994-95 and pilot tested during 1995-96. The cost of the pilot testing was paid by the MDE, using the \$5.00 fund that it received for test administration. During that period it was necessary to determine the value of the performance testing and develop a plan to pay for the additional cost of performance testing if it is to be included in the MTTC. This proposal was approved by the State Board of Education at its June 8, 1994, meeting.

In 1995-96, a second Request for Proposal (RFP) was developed to continue the implementation of Michigan Statutes, Public Act 267, Section 1531, and Public Act 282 of 1992. After the second competitive bid process, NES was again approved by the State Administrative Board as the MTTC Contractor. The second contract period extended to September 30, 2001.

In 2000-2001, to ensure the continuity of the testing process, an extension period of the second contract was sought in an effort to reduce the potential for a negative impact on institutional testing scores, as institutions transitioned into accountability reporting modes. The extension was granted for two years, through September 30, 2003.



Using the test development process described in Appendix B, the contractor continued to re-develop 20 tests during the course of the second contract. The test updating schedules in Appendix C lists the areas redeveloped each year as of 1992-93.

New tests are under development in 2002-03 in the areas of Integrated Science (Elementary), Integrated Science (Secondary), Biology, and Political Science. The items developed for these tests will be available for use by the successful contractor in continuing the test development process in 2003-04 in these areas.

In response to the State Board of Education's (SBE) interest in performance assessment, a performance component for the Spanish content test was developed during 1995, piloted during 1996, and was approved by the SBE in May of 1997 for continuous administration as part of the Michigan Test for Teacher Certification (MTTC). For the 1997-1998, 1998-1999, 1999-2000, 2000-2001, and 2001-2002 testing cycles, the additional cost of administering and scoring the Spanish performance test was paid from the \$5 fund that is received by the Michigan Department of Education (MDE) for the administration of the MTTC. However, because all personnel and operations related to the testing program are supported by funds generated by the testing program, the reduced fee of \$54 normally charged for taking a second subject area test was increased from \$54 to \$59 to recover costs for scoring the Spanish performance test.

A fee waiver/voucher system was also developed to cover the registration fee for one subject area test for examinees with financial need. The distribution of fee waivers to the approved teacher preparation institutions is based proportionately on the number of Pell grants awarded to students at each institution.

A telephone re-registration service has also been adopted to allow individuals who have taken a test at a previous test administration to telephone register for any subsequent test administration during the re-registration period.

The Federal legislation of No Child Left Behind Act of 2001 (NCLBA) established high standards for educators, including paraprofessionals. Title I, Subpart 1, Section 1119 (c) and (d), new paraprofessionals and existing paraprofessionals, respectively, describes the educational requirements for a person to be employed as a Title I paraprofessional. A copy of this legislation is included in Appendix D.

As a result of this enactment, a proposal was made to grant Michigan instructional paraprofessionals the option of taking the same basic skills examination (reading, mathematics, and writing) developed for teachers to satisfy the new requirement established in the NCLBA. The number of instructional paraprofessionals currently working in Michigan public schools is estimated to be 2,653. However, the number of paraprofessionals who will choose to register for the basic skills will be lower than this number since passing the Basic Skills test is one of **several** options that would satisfy the requirement enacted by legislation for this group and since other testing options are being approved.

The number of basic skills tests taken during 2001-2002 was about 14,045, and the number of subject area tests taken was about 23,578 for the same year.



WORK STATEMENT

The State of Michigan is committed to ensuring that high quality teachers teach in its public schools. The MDE is currently in need to continue the implementation of a rigorous teacher-testing program for certification purposes, in compliance with a State legislative mandate, as described earlier in this document.

The MDE is soliciting proposals for a project to select, develop, and/or maintain a basic skills examination and an appropriate subject area examination for each subject area of certification to be used in the certification of teachers. The basic skills examination may also be used to satisfy the new requirement established for new and existing paraprofessionals as per the new legislation of NCLBA. A listing of the subject areas of certification is provided in Appendix E. As additional assessment areas emerge, new tests shall be selected and/or developed subject to the same terms and conditions of the contract. The MDE is seeking an outside contractor to assume these responsibilities: 1) examination selection, development and/or maintenance, and 2) test administration, scoring and reporting, which will include online registration and some computer administered test options. Specific tasks and criteria will be detailed in the sections to follow. The development and administration of these examinations will be subject to the control of and oversight by the MDE.

As a result of this Request for Proposal (RFP), it is anticipated that one Contract will be awarded for a period of five years, beginning October 1, 2003 to September 30, 2008. A review of the performance of the services required under the terms of the Contract will be made every year.

The recipient of the new contract may have use of, if desired, all non-copyrighted items in the MTTC program, including the validated objectives for all tests, the validation figures and analysis for the objectives, data from all previous administrations, the test items and associated statistics. All developmental work completed during the first two five-year contracts including the extension period (1991 – 2003) need not be repeated if it is the basis for the proposed testing program.

Proposals should be developed in accordance with the criteria outlined in this document and the attached appendices. The teacher certification program established by Michigan P.A. 267 of 1986, as amended by P.A. 282 of 1992, must meet several criteria/standards if is to be an effective implementation of the law. These criteria/standards are outlined in section II-C.

The basic skills examination and subject area examinations offered by the contractor must be ready for administration by October 1, 2003.

There are two phases to this project described in the sections to follow. In Phase 1, the Contractor will be responsible for the selection, development, and/or maintenance of the basic skills and subject area examinations. In Phase 2, the Contractor will be responsible for the administration of the examinations selected and/or developed and for the examination reporting materials and procedures.

Specific objectives, activities, and tasks under each phase will be enumerated in Phase 1 and Phase 2, respectively.



PHASE ONE

TEST SELECTION, DEVELOPMENT, AND/OR MAINTENANCE

II-B VENDOR RESPONSES TO TASKS (EXCERPTS)

The following tasks, to be provided by the Contractor, are addressed in detail as follows:

TASK I-1 Statute Compliance

Task I-1.1: Obtain and Analyze Statutes, Policies, and Regulations

NES will review relevant Michigan documents to ensure that the MTTC maintains its alignment with Michigan statutes, policies, regulations, and practices and with relevant federal laws and regulations that have an impact on Michigan education. These materials will be useful for defining the content of new tests that NES develops for the program as well as for updating and refining the content of existing tests. NES will seek information and additional materials as appropriate from the MDE, the Teacher Examination Advisory Committee (TEAC), the Standing Technical Advisory Council (STAC), and Michigan educator preparation institutions.

Review of such documentation is the first of several steps we will take to ensure that the individual MTTC tests continue to reflect the knowledge and skills required of students in Michigan educator preparation programs and of entry-level public school educators. These steps contribute to program validation and are essential to the legal defensibility of the tests.

Michigan regulations. NES has reviewed and incorporated the content of regulations concerning teacher education and public school teaching in developing and maintaining the MTTC since 1991. These materials include the regulations implementing Public Acts 267, 282, and 289. NES will continue to consult with the MDE concerning other relevant regulatory materials as the need arises.

No Child Left Behind Act. NES will review the federal No Child Left Behind Act and any subsequent regulations and/or amendments that affect that Act and pertain to public education at the state or local level. Federal educational policies and statutory enactments may affect state education and educator preparation substantially over the coming years as new assessment, accountability, and standards initiatives are promulgated and reviewed. NES will work closely with the MDE to ensure that the MTTC remains in compliance with federal statutes and regulations—such as those pertaining to the basic skills assessment of paraprofessionals working in the classroom—and with Michigan legislation and regulations that are intended to implement or extend federal initiatives.



The Ensuring Excellent Educators Task Force. The *Report of the Ensuring Excellent Educators Task Force*, which the State Board of Education approved on April 11, 2002, has many policy implications for educator preparation and certification. The report's implications for the MTTC are sure to emerge more clearly over the next few years, and NES will work with the MDE to modify and enhance the MTTC to accommodate changes in assessment related to educator preparation and certification. As the recommendations of the report are enacted, the effect on the MTTC could be considerable, and NES is prepared to implement changes to address, for instance, the assessment of prospective teachers' and school administrators' knowledge of technology, early literacy, arts in the curriculum, and special needs and ESL students.

NES will also review such related documents and reports as *Education YES! A Yardstick for Excellent Schools*, which was recently published and disseminated by the State Board of Education. This brief document states broad goals for educational improvement that are related to the Task Force Report.

Task I-1.2: Participate in Planning Meetings

NES understands that an integral part of our success in implementing the MTTC over the past decade has been our attendance at and participation in committee meetings of the TEAC and STAC committees. The early information that we gain by listening to Michigan educators at meetings with the TEAC, STAC, and MDE, or at meetings of professional organizations in the state, allows NES to respond more quickly and knowledgeably when changes in policy occur.

Procedures. During the current contract, NES participated in planning meetings when invited by the MDE, the legislature, and the chair of the TEAC or STAC. NES will continue to be available to the various policy-making groups and, as always, will act under the direction of the Director of the Office of Professional Preparation Services. It has long been our policy to be available when invited and not intrude without invitation.

NES has frequently prepared oral and written reports for these groups when clarification of particular aspects of the MTTC was desired. The program has in turn benefited from the guidance of the TEAC and STAC and their support and input into the test development process.

TASK I-2 Test Selection, Development, and/or Maintenance

An effective program. The MTTC is a fully functioning, highly effective teacher certification testing program that includes assessments of basic skills and subject area knowledge. It has these characteristics:

- Each test in the MTTC is developed through a rigorous, comprehensive test development process that is designed to establish the validity of the test.
- The MTTC is carefully aligned with state educational statutes, regulations, standards, and policies.
- The MTTC is of high quality, stability, and reliability.



- Individual tests in the program maintain their high quality and alignment with Michigan requirements because of a regular updating process by which the MDE may identify new tests to be developed and/or selected tests to be revised or redeveloped.
- The MTTC is tailored to state policies and needs and to match exactly the Michigan certification structure.
- The testing program fulfills simultaneously the particular needs of its several constituencies, including the MDE, Michigan teachers, Michigan students and citizens, and Michigan institutions of higher education.

Stability and change. The current MTTC presents a stable foundation that serves as a framework for both consistency and change. NES has updated approximately 20 tests per contract cycle and has added several new or completely redeveloped tests—all without altering significantly the underlying framework upon which the success of the program rests. As further program enhancements are identified by the MDE, NES will work cooperatively to introduce them efficiently and without disturbing the operation of the core program.

The existing tests are aligned with Michigan standards for the preparation of teachers and are appropriately reflective of the Michigan Curriculum Framework for K–12 Education. Furthermore, the development of the program involved the judgments and contributions of thousands of Michigan educators. Development and administration activities have been tailored to match local conditions and state preferences. The program's constituencies have played a part in its design and have been kept in mind and in touch during all phases of program implementation.

Tests included in the program. NES will provide for the MDE the complete program of tests available through the MTTC program. This includes the tests specified in Appendix E of the RFP plus other tests currently offered, which do not appear in the RFP. The complete list of MTTC tests is summarized below.



MTTC Tests To Be Provided by NES	
Test	Provided by NES
01 Language Arts	✓
02 English	✓
03 Journalism	✓
04 Speech	✓
05 Reading	✓
07 Economics	✓
08 Geography	✓
09 History	✓
10 Political Science	✓
11 Psychology	✓
12 Sociology	✓
13 Anthropology	✓
15 Behavioral Studies	✓
16 Science	✓
17 Biology	✓
18 Chemistry	✓
19 Physics	✓
20 Earth/Space Science	✓
21 Astronomy	✓
22 Mathematics (Secondary)	✓
23 French	✓
24 German	✓
26 Latin	✓
27 Russian	✓
28 Spanish	✓
29 Italian	✓
30 Polish	✓
32 Business Education	✓
33 Accounting	✓
34 Business Administration	✓
35 Secretarial Science	✓
36 Distributive Education	✓
37 Agricultural Education	✓
39 Music Education	✓
40 Family & Consumer Services	✓
41 Visual Art Education	✓
42 Health, Physical Education & Recreation	✓
43 Health	✓
44 Physical Education	✓
46 Dance	✓
47 Driver & Safety Education	✓
48 Library Media	✓
49 Environmental Studies	✓



50 Computer Science	✓
51 Guidance Counselor	✓
53 Fine Arts	✓
54 Humanities	✓
56 Mentally Impaired	✓
57 Speech & Language Impaired	✓
58 Physical/Other Health Impaired	✓
59 Emotionally Impaired	✓
61 Visually Impaired	✓
62 Hearing Impaired	✓
63 Learning Disabled	✓
64 Autistic	✓
65 Bilingual French	✓
66 Bilingual German	✓
67 Bilingual Greek	✓
68 Bilingual Latin	✓
69 Bilingual Russian	✓
70 Bilingual Spanish	✓
71 Bilingual Italian	✓
72 Bilingual Polish	✓
73 Bilingual Hebrew	✓
74 Bilingual Arabic	✓
75 Bilingual Other	✓
76 Bilingual Vietnamese	✓
77 Bilingual Korean	✓
78 Bilingual Yugoslavian	✓
79 Bilingual Chaldean	✓
80 Bilingual Chinese	✓
81 Bilingual Japanese	✓
82 Early Childhood Education	✓
83 Elementary Education	✓
84 Social Studies	✓
85 Middle Level	✓
86 English as a Second Language	✓
87 Industrial Technology	✓
88 Technology and Design	✓
89 Mathematics (Elementary)	✓
90 Language Arts (Elementary)	✓
91 Communication Arts (Secondary)	✓
92 Reading Specialist	✓
96 Basic Skills	✓
Integrated Science (Elementary)	✓
Integrated Science (Secondary)	✓
Physical Science	✓
Environmental Science	✓



Additional assessment areas. Furthermore, as new educational developments in Michigan emerge that affect the MTTC, NES will advise and assist the MDE in assessing their implications for the program and in appropriately accommodating them within it. For example, NES will explore with the MDE, the STAC, and the relevant Content Advisory Committees the desirability of including a performance component in language examinations other than Spanish—and potentially in other subject areas as well. Also, we will discuss the possibility of including a test of pedagogy in the MTTC as a way to address many of the issues raised by the Ensuring Excellent Educators Task Force.

The MDE also wishes to explore the potential use of the Basic Skills Test to meet the requirements of the NCLBA regarding the knowledge and skills required of paraprofessionals working with children in the classroom. NES will discuss these developments, and any others that cannot be predicted now, with the MDE and the STAC to ensure that the MTTC remains up-to-date and continues to serve the needs of Michigan. As usual, through its customized development approach, NES relies on the judgments of the MDE and the Michigan committees involved in program review to designate and specify each test.

Additional test delivery modes. Another area in which the Department has expressed interest is computer-administered testing (CAT), which NES will work on with MDE staff and the STAC. Our approach is to explore all issues associated with providing such a delivery mode for the most prominent and widely administered test in the program—the Basic Skills Test—and to work those issues out in such a way that the essential attributes of the MTTC, including test security and reasonable access, are maintained.

We also propose to prepare an entirely new delivery system related to the Basic Skills Test: a full-length, online Basic Skills Practice Test, which will be available through the MTTC Web site at no cost to candidates.

Both of these initiatives are discussed in Phase II of this proposal, which relates to test administration.

Item replenishment. The pools of items in each field in the MTTC have been carefully maintained under test secure conditions in the NES electronic item banking system, and this system will be continued with NES as the contractor for the new program. Items are coded for easy identification and statistical information is maintained on their performance.

The item pools are replenished at rates determined by the number of examinees to whom the test items have been administered. As new content is identified as important for given test fields (e.g., technological content), the importance of the content is validated and either (a) additional test items are added to existing objectives; (b) new test objectives and test items are added to existing tests; or (c) new tests are added to the MTTC program. Each of these item replenishment strategies is facilitated by the use of NESBANK, the NES electronic item banking system.



Reporting. Regular reports from NES to the MDE are a standard feature of the MTTC, both frequent informal reports by telephone or in person, and more formal, written reports of program activity and results, such as item replenishment. To comply with requirements of the current RFP, NES will prepare and submit an annual Technical Report to the MDE, as described under Phase II, Task II-5.

Plan for 20 new MTTC tests. NES has administered the tests in the MTTC program while engaging simultaneously in the ongoing development of new tests. The rate of 20 tests per contract period has been the generally agreed rate between the MDE and NES. Beyond the 20 planned new tests, NES will develop up to five (5) additional tests during the contract period, and will exclude from the count of tests to be developed tests which are given a quick review for issues related to persons with disabilities. NES will continue to develop new tests (or redevelop existing tests) at the same rate of at least 20 tests per contract cycle. The process that NES will use is described in detail throughout this proposal. The timeline, process, and personnel required for this work over the 5-year contract period are summarized in the Appendix.

As usual, NES will work closely with the MDE and its advisory committees to identify the subject areas in which new test development will be undertaken.

Assessment of professional knowledge. One of the areas in which new test development may be undertaken is pedagogy, or professional knowledge. The MDE has given consideration in the past to incorporating a test of professional knowledge in the MTTC to complement the Basic Skills Test and the subject matter tests. While this option has never been implemented, NES recommends that the Department reconsider such a test as a reasonable way to assess much of the knowledge and skills recommended for beginning teachers by the Ensuring Excellent Educators Task Force.

For example, a Professional Knowledge Test could address:

- the candidate’s knowledge of early literacy and of effective ways for the regular public school educator at the elementary level to promote it in the classroom;
- the candidate’s understanding of how to incorporate art instruction in the regular curriculum at all grade levels;
- the candidate’s knowledge of technology and of its applications in the classroom and in support of teachers’ professional activities outside the classroom;
- the candidate’s understanding of effective approaches to providing instruction to students with special needs and to students for whom English is a second language.

Of course, any decision regarding the development and implementation of a test of professional knowledge is entirely up to the MDE and the committees of Michigan educators who provide advice on the MTTC. NES will advise the State and help to devise reasonable implementation plans, should the decision be made to pursue such a test.

Task I-2 contains the following subtasks.



- Task I-2.1: Ensuring Quality Assessments
- Task I-2.2: Basic Skills Examination
- Task I-2.3: Subject Area Examinations
- Task I-2.4: Alternative Testing Arrangements
- Task I-2.5: Score Reporting
- Task I-2.6: Ongoing Program Review
- Task I-2.7: Assessment of Pedagogy
- Task I-2.8: Constructed-Response Items

Task I-2.1: Ensuring Quality Assessments

Determining Proficiency

The tests of the MTTC are designed to ensure that candidates for teaching certificates in the Michigan certification areas have the proficiency in basic skills and the subject areas that is required by state law and job practice. Standards for teaching and learning in the subject areas and in the basic skills are closely reviewed by NES during test development and selection, including the Entry-Level Standards for Michigan Teachers and the Michigan Curriculum Framework for K–12 Education. The content of classroom instruction is an important component of the definition of test objectives, sub areas, and test items. These materials are aligned with Michigan documents and practices during their compilation.

The MTTC test objectives are the focus of extensive review efforts undertaken as part of the content validation process. Evidence of validity is especially sought in the judgments of Michigan educators, who are in a position to know from the wisdom of their practice the requirements of the job in each subject area. Michigan educators are asked to review draft objectives that define each test field. They review draft objectives for accuracy, significance, freedom from bias, suitability, and other relevant characteristics.

They are also asked to determine if the suggested organization of objectives into sub areas (which permits subsequent grouping of test content for administration and scoring purposes) is appropriate for the program, inclusive, and job-related.

Following review by the Content Advisory Committees and the Bias Review Committee, the frameworks and objectives are formatted for a job analysis survey administered to numbers of Michigan educators. Each objective is reviewed for its importance to the job of an entry-level educator in Michigan. The job analysis survey further substantiates the relevance and appropriateness of the test materials to the required proficiency level for the program.

With the assurance that the objectives for the program are appropriate for their intended uses in Michigan, NES prepares test items that match the objectives. Items in each



subject area field and in the basic skills are reviewed by a Content Advisory Committee and the Bias Review Committee for accuracy, job-relatedness, freedom from bias, and similar technical characteristics, in an effort to ensure that only suitable items that address candidate proficiency at the appropriate level will appear on MTTC tests. Items that do not receive committee approval are either revised or deleted.

Additional Performance Assessments

NES understands that the MDE and many Michigan educators in foreign language fields have been observing the NES introduction of a performance assessment component into the MTTC Spanish test. The quality of that assessment and the positive reactions to it from candidates and educators alike have engendered considerable interest in performance assessment in the language fields (as well as in other MTTC test areas).

The MDE and NES have discussed an expansion of the performance assessment format to other MTTC tests, beginning with the logical extension to other foreign language tests of test item formats similar to those that are now in use in the Spanish test (i.e., writing and audio taped speaking items). NES agrees that the time is right. Accordingly, NES has included in this proposal the introduction of performance assessment components to two existing foreign language tests within the first three years of the contract.

Our planning is predicated on the assumption that the performance assessment component will complement the existing (multiple-choice item) test, rather than constituting the entire test, with no multiple-choice component. It should be noted, however, that the MDE has the freedom to choose either approach. It is possible to create a language test using only performance items to assess candidates' knowledge of the four modes of language: the two receptive modes (reading and listening) and the two productive modes (writing and speaking). NES has had experience with both approaches (i.e., a combined multiple-choice/performance assessment, as well as a performance-only assessment) and will provide advice on the advantages and disadvantages of both options, if desired.

The process by which performance assessments are added to existing foreign language tests is essentially the same as the development process for new tests. The key point is that the performance assessments will be entirely customized to Michigan. The MDE and its Content Advisory Committees will determine which fields will receive performance assessments. The objectives that define test item content will be written for Michigan and validated by Michigan educators. The performance assessment items will be written for and reviewed by Michigan educators and the MDE. They will be field tested and revised as needed in Michigan, and passing standards for the items and the tests as a whole will be determined in Michigan.



Involvement of Michigan Educators

NES test development procedures are directly reliant on the substantial involvement of Michigan educators. From our ongoing, informal contacts with Michigan educators to committee meetings that focus on the review of test objectives and items, NES seeks out and listens to the informed judgments of Michigan educators at both the classroom and collegiate levels. Within these categories, educators of all levels (e.g., early childhood, elementary, middle school, and secondary-level teachers; community college faculty; college faculty in undergraduate and graduate academic departments and schools of education) are involved in the test development process that NES uses.

Michigan educators review and revise the objectives that define the tests, respond to job analysis surveys on the importance of each objective, review test items and other materials for the appropriateness of their content and their freedom from bias, review test procedures and policies of potential interest to them, and recommend passing standards for the tests. Feedback is ongoing and substantive. Thanks to the steady work of the MDE and NES, the MTTC is highly sensitive to the concerns and suggestions of program constituents.

The consistent, substantial involvement of Michigan educators in the development process for the MTTC is made apparent in the sections of this proposal that describe the many steps in which Michigan educators will participate.

Ensuring Equity

As the pioneer in the use of stringent, continuous bias review processes for draft test materials to ensure against the introduction of irrelevant factors that might disadvantage examinees on the basis of race, gender, national origin, handicapping condition, or other characteristics, NES has deep experience in bias prevention. Frameworks, objectives, and test items for the MTTC are reviewed at several points in their development for potential bias.

Early in the development process, NES involves members of its Equity Advisory Board (EAB), a group of educators who are experienced in the review of educational materials for potential bias. EAB members regularly advise NES on bias and equity issues, and review draft test objectives, items, registration materials, study guides, and similar documents for their potential to offend or disadvantage groups within the testing population.

NES item writers, editors, and reviewers are also given an orientation in bias prevention and equity through both face-to-face training sessions and written documents. NES has produced a handbook that addresses the issue of bias. *Bias Issues in Test Development*, which is regularly updated and modified to reflect state-specific perspectives, has been used in Michigan and other states for years. Written from the test developer's point of view, it contains helpful suggestions for examining test materials for potential bias.

In addition to the members of the EAB and in-state (Michigan) reviews by the Bias Review Committee, NES also checks for bias and equity throughout our detailed item development process, which is described later in this section. Staff involved in test development is specifically instructed in bias detection and equity inclusion.



NES recognizes a distinction between the concepts of *bias* and *equity*. *Bias* refers to elements of content, language, or format that might have a negative effect on some examinees because of irrelevant characteristics. Bias should be *excluded* from test materials. On the other hand, *equity* refers to elements of content and language that reflect the diversity of potential examinee backgrounds. Equity should be *included* in test materials. The NES review process explicitly addresses both concepts. Teacher candidates should not only be protected from biasing elements in a teacher certification examination; they should be exposed to diversity in the examination to the extent possible.

NES’s consistent efforts on behalf of bias prevention and equity inclusion have been independently reviewed in an article, one of whose authors worked closely with NES on the Bias Review Committee for the Illinois Certification Testing System. That article, “Meaningful Minority Participation in the Development and Validation of Certification Testing Programs” is included in the Appendix to this proposal.

Task I-2.2: Basic Skills Examination

Special care is taken with the Basic Skills Test for the MTTC. The definition of the particular skills in reading, mathematics, and writing, and the level of those skills required for entry-level teaching, must be aligned with Michigan practice. Furthermore, due especially to the numbers of examinees who take the examination, test forms must be changed frequently to maintain security and equated with preceding and concurrent forms to ensure continuing validity and reliability.

Definition of skills. The term “basic skills” can mean many different things. While on the surface the term may seem to carry a single, fairly straightforward meaning, the definition for assessment purposes must reference the specific context in which it is applied. Basic skills in the context of a high school assessment are not the same as basic skills in the context of entry into teacher education or teacher licensure. For instance, the ability to read professional literature, such as educational journals, may not be relevant to a high school test, but is likely to be important for teacher candidates. The MTTC is designed to reflect the unique skills required to function effectively in Michigan educator preparation programs and, ultimately, Michigan classrooms.

Level of proficiency. The process NES follows to make determinations regarding the skills to be tested and the level of skill on which to focus involves a consideration of state statutes and policy statements (such as the determination of college sophomore-level skills in the RFP) and the judgments of Michigan educators through extensive review meetings. Michigan educators from institutions of higher education, community colleges, and K–12 school settings apply their judgments at several points in the process: during job analysis studies of the objectives; during the review of test items; and during standard setting activities.



The writing assessment. Because of its importance and uniqueness, the writing component of the Basic Skills Test has received, and will receive, special attention. Detailed specifications for the writing assessment, which guide test development and preparation, were developed. The specifications describe the purpose of the writing assessment and detail the format of the writing prompt, including acceptable modes of discourse (e.g., persuasive, explanatory), topic selection parameters (e.g., not requiring prior content knowledge), the level of breadth and depth expected, the requirement for variety and accessibility of prompts, and the necessity for each prompt to elicit a reasonable range of responses and scores.

Basic Skills Test forms. To maintain test security, NES changes the Basic Skills Test form that is administered to candidates after every test administration, and this policy will continue, provided that the item bank remains substantial in size. The current item bank is substantial enough to permit the creation of a virtually unlimited number of different test forms.

Basic Skills Test redevelopment. During contract year 2003–04, if approved by the MDE, NES will redevelop the Basic Skills Test from scratch. That is, NES will review Michigan materials; discuss the test with Michigan educators and the MDE; prepare a new test framework; have the framework reviewed by the Michigan Content Advisory Committee and Bias Review Committee; submit the framework to a job analysis survey; develop new, and/or validate existing, test items corresponding to the new framework; have the test items reviewed and field tested; and undertake a new standard setting process. The result will be a redeveloped Basic Skills Test with revised test objectives and a fresh item bank. If the design or format of the Basic Skills Test changes as a result of redevelopment (e.g., to include a greater number of constructed-response items), NES, working with the MDE and the STAC, will accommodate the new design into MTTC test administration policies.

Refreshing items. In addition, NES will refresh the items on the Basic Skills Test on a regular basis during the course of the contract, beginning after the Basic Skills Test is redeveloped. NES will review the item bank and identify test items that have been administered more than a predetermined number of times. This maximum number of administrations on which an item may appear before it is retired will be agreed upon in collaboration with the MDE.

NES recommends that retired Basic Skills items be considered for readmission to active use following two years as a way to ensure that the item bank remains large. It is the substantial size of the Basic Skills item bank that supports the ability to change the test form after every administration.

Customized covers. Covers for the Basic Skills and subject area examinations will continue to be clearly customized for the Michigan Test for Teacher Certification. This includes test booklets and answer documents, the Registration Bulletin, Study Guides, and all ancillary materials.



Importance of the test. The care with which NES develops and maintains the Basic Skills Test reflects the unique importance of that test at the entry point into teacher preparation. Candidates should sense from their first exposure to the Basic Skills Test that important skills are being assessed, that the skills are challenging but understandable, and that professional requirements for entry into the teaching profession demand candidates who will be well equipped as teachers both *with* and *of* the basic academic skills.

Technological enhancements of the Basic Skills Test. NES discusses elsewhere in this proposal (Phase II) its plans to implement a computer-administered testing (CAT) version of the Basic Skills Test. This test delivery approach is intended to enhance access to testing by candidates in Michigan. The quick availability of unofficial scores (i.e., scores based on the multiple-choice items on the test) is designed to help candidates assess and understand their skill levels.

A further technological enhancement designed to improve candidates' access to comprehending the demands and expectations of the Basic Skills Test is the provision of a full-length online version of the test, available to candidates at no cost via the program Web site. Candidates will be able to access the Web-delivered Basic Skills Practice Test from any location in or outside of Michigan, 24 hours a day, 7 days a week. They will thereby gain access to a ready means of experiencing quickly the content, appearance, and standards of the actual Basic Skills Test.

Task I-2.3: Subject Area Examinations

Continuous attention to changing needs. Examination programs must permit change over time for several reasons. First, reasons of test security determine that any test that is exposed to large numbers of examinees should be modified so that examinees on a later occasion (including those taking the examination a second time) will not encounter items that they have seen or heard about. Thus, MTTC tests such as English and Elementary Education must change frequently over time to maintain test security.

Second, events in the outside world can make some examination content dated; this is especially true in tests of the social studies, but it occurs often in other fields as well. The MTTC History test has had to be changed to reflect events in other parts of the world.

Third, developments in an academic field may cause new understandings or interpretations of that field's knowledge base, or additions to the topics that the field addresses. Scientific and technological fields, especially, advance rapidly, and a test in these areas must often change to reflect those advances. Even non-technological fields can be redefined and re-understood. A new MTTC Reading Specialist test, for example, was added to the program to reflect emerging understandings of reading instruction and learning.

Fourth, changes in psychometric knowledge and research sometimes suggest new ways to test academic content. For instance, the recent focus on performance assessment results from both educational and psychometric study. The addition of performance components to the MTTC Spanish test—and the potential introduction of performance assessments to other tests—is an example of test change being induced by psychometric forces.



Fifth, in a certification-testing program, state rules, standards, and instructional practices may change, with effects on the content of individual tests or on the set of tests covered by the certification program administered by the state. Thus, an Elementary Education test was added to the MTTC to reflect changes in certification requirements, and a test of pedagogy may be added next. Furthermore, recent redevelopment efforts in many MTTC tests have been partly motivated by changes in the Michigan Curriculum Framework for K–12 Education.

As should be clear from these examples, NES is prepared to respond appropriately to the many change factors that may affect the MTTC. In most cases, the need for change is identified first by Michigan educators and NES listens carefully, offers experience-based suggestions, and implements approved changes. In some cases, as in the policy change that ultimately resulted in a new Elementary Education certification and test, NES is more proactive and actually helps identify the need for change and shape the response, and then attends to the ideas and guidance of Michigan educators in effecting the change.

The State of Michigan can be assured—not by promises but by the evidence of past performance—that NES will continue to respond cooperatively and creatively to the need for change in the MTTC, from whatever factor it may emanate.

Reading levels. The primary methods that NES uses to ensure appropriate reading levels for the MTTC subject area examinations are the careful construction and review of draft testing materials at NES and intensive reviews of the same materials by Michigan educators during test materials review conferences. Additionally, if examinee comments during pilot tests and other testing indicate that reading level is problematic in any item, NES inspects and re-reviews that item following the administration. The reading level of current MTTC tests is at the college sophomore level, according to the review committees.

Eliminating confounding factors. The MTTC subject area tests are designed and reviewed to be appropriately focused on knowledge of content, not significantly dependent on knowledge or use of other, unrelated skills or abilities. To the extent feasible, NES crafts and edits test items to eliminate factors (e.g., wordy or complex sentences, overly technical reading passages, “crowded” or busy diagrams, etc.) that may interfere with the test item’s ability to measure what it is supposed to measure and the candidate’s ability to demonstrate knowledge of subject matter content.

It should be noted that ensuring clarity and focus in a test item is not solely a function of reducing the length of the item; in some cases, NES enhances the clarity and understandability of a test item by including multimodal information (e.g., a diagram or table to assist visual learners) that actually sharpens the measurement task. Similarly, by enabling a multimodal response, a constructed-response item that may permit candidates either to draw a diagram to explain a problem solution or to explain the solution in words (or both) actually simplifies the item task for many examinees rather than increasing the task load.



The process used to ensure item sharpness and focus relies on the skill and professionalism of NES item development staff and content consultants at the writing stage; the abilities of NES editorial staff at the editing stage; the instructions given to reviewers at the review stage; and the quality control experience of our Production Department at the production stage.

Michigan Ownership of Test Materials

Ownership. The MTTC is a customized testing program. NES agrees that all test materials created expressly by NES for the MTTC, including test items, performance assessments, non-proprietary text or art excerpts, reports, computer programs, and other documents, will belong to the State of Michigan. NES understands that the State will reserve exclusive rights to copyright, publish, disseminate, or otherwise use materials developed for the MTTC under the terms of the contract.

Copyrights and permissions. NES will obtain required permissions for the use of any artwork or textual passages, together with appropriate releases of such materials for MTTC use. While different copyright holders have different use policies, NES will endeavor to secure such permissions for the stipulated eight-year period.

Task I-2.4: Alternative Testing Arrangements

The MTTC is highly proactive in offering alternatives to candidates whose test performance might be affected in a testing situation lacking accommodations. The current Registration Bulletin describes the alternative testing arrangements that are available to candidates who are unable to take an examination under standard conditions because of a physical disability (e.g., visual or auditory impairment, motor disability, illness, or injury) or a cognitive or emotional disability (e.g., learning disability). In most cases, NES can accommodate candidates with such conditions at all test sites without the need for medical documentation. In some cases, candidates may be required to submit a statement by an appropriate professional to substantiate the reported disability.

The alternative arrangements policies that apply to the MTTC are based on federal regulations and policies, as well as the statutes and regulations of the State of Michigan. MTTC policies will be customized to reflect the Michigan context.

Further details on alternative testing arrangements are provided in the description of test registration and administration plans provided in Phase II of this proposal.

Appeals Process

NES will develop with the MDE an appeals process for candidates who are not satisfied that the arrangement(s) offered to them by the testing program are sufficient or appropriate for their learning or physical disabilities. NES recommends that the appeals process be handled on a case-by-case basis. The allocation of responsibility for each step of the process between the MDE and/or NES will be finalized after thorough discussions have occurred.



The process we propose, which is based on similar processes in other testing programs, entails the following steps.

- An examinee may appeal a decision regarding alternative testing arrangement(s) in writing.
- The appeal should include identifying information about the examinee and a brief summary of the reasons why the requested arrangement(s) are considered insufficient.
- The appeal may be accompanied by additional documentation not previously provided supporting the need for alternative testing arrangement(s).
- Appeals should be made as soon as possible after the examinee has received notification of the original decision regarding alternative arrangement(s); there may not be time to resolve appeals received less than 30 days before the test administration.
- Upon receipt of the appeal, all documentation related to the examinee's request for alternative testing arrangement(s) will be gathered.
- The documentation will be reviewed, including additional documentation submitted by the examinee.
- An appropriately qualified individual, satisfactory to the Department, will review the documentation and make an informed judgment on the need for, and nature of, suitable alternative arrangement(s).
- If it is determined before the test administration that the requested arrangement(s) are reasonable, NES will be asked if it is possible to implement them for the upcoming test administration. If so, NES will contact the examinee regarding the implementation of the approved arrangement(s).
- If the arrangement(s) cannot be implemented for the upcoming administration, the examinee will be offered the option of (a) testing at the upcoming administration without the arrangement(s) or (b) rolling over the registration to a future test administration date, at no additional cost.

Task I-2.5: Score Reporting

Providing students and teacher preparation institutions the results of the tests, including enough detail for the individual to understand and target deficiencies and for the institution to review program performance and needs, is one of the major benefits of a customized, criterion-referenced teacher certification-testing program.

The content and structure of the tests match the true, validated requirements for entry into the profession. Candidates measure themselves against meaningful criteria, and with meaningful score reporting to inform them, are able to see their strengths and weaknesses. At the same time, because the examinations are designed to match the curricula that institutions of higher education are offering their students, teacher preparation institutions gain insight into their students, programs, and instructional effectiveness.



Score reports for the MTTC are, and will continue to be, carefully designed to provide these types of useful information. Students receive descriptive information about their proficiency relative to the subareas delineated for the Basic Skills Test and each subject area test they take. Teacher preparation institutions not only receive individual and aggregated student data for students who have designated them as recipients of score reports, they receive as well aggregated information for examinees who have indicated that they are students at the institution. Reports are separately aggregated and analyzed for each type of examinee (i.e., those who designate the institution as a recipient and those who claim the institution as their campus). Analyses include subarea analyses, analyses by level of certificate, and for subject area tests, analyses by academic major and minor.

Interpretive cautions. Because subarea scores are dependent on fewer test items than whole-test (or multiple-choice component) scores, candidates' score reports contain useful information on interpreting their score reports. The interpretive information provided will include the range of scores possible for each subarea, a confidence band showing the range into which the candidate's score may statistically fall, a caution regarding the reliability of subarea scores, and warnings against overinterpretation.

Score reports of paraprofessionals. Score reports for paraprofessionals will be made available to the candidate alone, not to the candidate's employing institution or institution of higher education (if any). It will be the responsibility of the paraprofessional candidate to share the results of testing with the employing institution.

Internet score reporting. NES will provide an additional service for candidates—secure access to individual score reports via a secure MTTC Web site. The primary advantage to candidates will be the promptness of score reporting. Internet score reports will be made available the day that printed score reports are mailed, and can be accessed immediately without waiting for mail delivery. To access the report, a candidate will enter a unique, preassigned identification code.

Security of Internet score reports. NES will ensure the security of the individual score information available on the Internet. The Internet score reports will be accessible only by the candidate, after he or she provides appropriate identifiers (e.g., name, date of birth, unique identification code). Further, Internet score reports are unofficial. Attempts to alter an Internet score report will have no impact on the official scores provided to the candidate or the Department.

Institution reports by Internet. Scores of candidates will also be made available via the Internet to the institutions they name as recipients. The scores will be accessible only by the institutions and will be protected by several security layers and methods.

Internet score reporting is a service that NES is currently providing to a growing number of clients, including Michigan. Our experience has been positive; candidates and institutions support this mode of score reporting, and we have had no breaches in security or confidentiality in any of our programs due to Internet reporting.

Sample score reports are presented on the following pages. The samples include written individual score reports for the Basic Skills Test and subject area tests, together



with interpretive cautions; various institutional reports; and a sample Internet screen showing a candidate's unofficial scores.

Additional details about MTTC test results reporting are provided in the Phase II section of this proposal, in Task II-4.

Verification of Institutional Affiliation

The initial designation by candidates of their institutional affiliation will be a matter of self-report by candidates during the registration process. Especially if test information is to be used in program evaluation and improvement, such as for Title II reporting purposes, it is essential that candidates' affiliations be accurate. NES has developed for the MTTC a system whereby the institutions are involved in verifying that candidates who identify the institution as their preparation institution were in fact educated there in the appropriate program.

The MTTC system entails the use of detailed rosters which are transmitted to institutions after each test administration with the list of candidates who have claimed the institution as their preparation institution. The institutions verify, by indicating candidates' status that the list is accurate, reclassifying any candidate who has not in fact been prepared by the institution. This occurs after each test administration, but before institution summary data are finalized and released.

The institutional reports sent electronically to each institution will contain aggregated information on (a) all candidates who have named the institution as the recipient of their scores and (b) all *verified* candidates who have indicated that they are currently attending the institution. The file will include summary analyses by sub area, level of certificate (e.g., elementary, secondary), and (for subject area tests) by academic major and minor for the institution and statewide. NES will transmit to the MDE a copy of each institutional report and an annual state summary that displays information for each institution and each content area.

Traditionally, institutions had no voice in determining the accuracy of candidate self-report data. NES pioneered the data verification process in educator certification testing, and when institutional affiliation emerged as a particularly important issue because of federal Title II reporting requirements, NES pioneered an electronic, Internet-based process for quickly and easily enabling institutional verification.

NES strongly believes that institutions of higher education should have the opportunity to verify standards-based data derived from testing that may have an impact on their programs. In this way the validity of the relationship between candidates' test performance and institutional preparation programs is improved and the results of the analysis accurately represent the performance of candidates from the institution. The NES electronic verification process is consistent with the goal of educational improvement and the requirements of Title II.



Task I-2.6: Ongoing Program Review

NES discusses its processes for program review and modification at several points in this proposal. The NES commitment to continual change, guided by Michigan voices and needs, within a stable program and a consistent context of policy and practice is evident in the current MTTC and throughout this document.

NES has consistently maintained that the cause of program validation in a high-stakes, state licensure testing program is best served by (1) a test development process that relies on state statutes, regulations, and policies; (2) the meaningful involvement of state educators; and (3) ongoing program review to ensure continuing alignment with state educational policies and laws.

The features of test development, redevelopment, and updating described in this section meet these criteria for program excellence.

Overview. An important feature of the MTTC program is an ongoing review and updating of test materials. In some cases, the review has called for the development of new test fields. In other cases, existing test fields are reviewed and updated to ensure that the content continues to reflect the knowledge and skills needed by Michigan teachers.

Initial development of the MTTC took place from Summer 1991 through Summer 1992. During that time period, NES worked with the MDE to develop tests in 76 fields. A Basic Skills (reading, writing, and mathematics) test was developed, along with academic content-area tests in 75 content fields.

Test Development and Updating Process

Periodic reviews of the MTTC are designed to ensure that the testing program continues to address the knowledge and skills needed by Michigan teachers and to reflect current practice in Michigan public schools. Test review and updating began in 1992 following the completion of initial development activities. Each year since program inception the MDE and NES have determined the fields that will be reviewed and updated. The test development and updating process typically takes place over a two-year period.

First year activities. In the first year, NES works with the MDE to collect and review Michigan policy documents and curriculum materials for the relevant test fields. This step is undertaken to ensure that the tests continue to be grounded in Michigan law, policy, and practice. Following a review of the materials, NES develops a set of test objectives for each test field that appropriately reflect Michigan curriculum and classroom practice. The test objectives are formatted into a test framework for each field. Committees of Michigan teachers and teacher educators review the appropriate test framework(s) to ensure that they are accurate and appropriate for the MTTC program. They are also reviewed to ensure that they are free from potential bias and represent the diversity of the Michigan population.

After review of the test frameworks by committees of Michigan teachers and teacher educators, each test framework is formatted into a content validation survey. Content validation surveys are distributed to appropriate samples of Michigan public school teachers and college faculty who prepare teachers. Survey respondents rate the importance of the content of the test objectives to the job of a Michigan teacher.



During the first year of the test development and updating process, test items, reflecting Michigan curriculum and classroom practice, are also prepared to match each objective in the test framework. Michigan public school teachers and teacher educators review the draft test items to ensure that they are accurate and appropriate for the MTTC. As with the test framework, draft test items are also reviewed to help ensure that they are free from potential bias and represent the diversity of the Michigan population.

Second year activities. Field-testing is completed during the second year of the test development and updating process. Draft test items that were reviewed and approved by Michigan educators are eligible for field-testing. Draft items may be field tested as nonscorable (i.e., they do not count toward an individual’s score) on appropriate MTTC operational test forms. Draft items may also be field tested at separate field tests conducted with students enrolled in Michigan colleges and universities with approved teacher preparation programs.

At the end of the second year of the test development and updating process, committees of Michigan teachers and teacher educators meet again to re-confirm the validity of the draft test items. They also provide judgments about the performance of “just qualified” candidates on the test items on the first new test form. These standard setting judgments are provided to the MDE who then sets the passing standard for the test. NES implements the MDE passing standard for each test field, completing the test development and updating process.

History of Test Updating Activities

The table on the following pages presents the history of test development and updating efforts on behalf of the MTTC program. Fields marked with an asterisk (*) indicate new test fields which were added to the testing program to respond to policy changes adopted by the MDE.



<u>Years</u>	<u>Test Fields</u>
1992 – 1994	Basic Skills (item bank expansion only) Elementary Education* Industrial Arts Language Arts Mathematics Reading* Science
1993 – 1995	Biology History Psychology Social Studies*
1994 – 1996	Early Childhood Education English Health Spanish
1995 – 1997	Business Education Chemistry Guidance Counselor Learning Disabled Physical Education
1996 – 1998	Emotionally Impaired Geology/Earth Science Speech
1997 – 1999	Library Media Mentally Impaired Middle Level* Physics
1998 – 2000	English as a Second Language (ESL)* Industrial Technology* Social Studies Technology and Design*
1999 – 2001	English Family and Consumer Sciences Journalism Mathematics (Secondary) Mathematics (Elementary)* Physical Education



<u>Years</u>	<u>Test Fields</u>
2000 – 2002	Communication Arts (Secondary)* Computer Science Language Arts (Elementary)* Reading Reading Specialist*
2001 – 2003	Geography Health History Visual Arts Education (formerly Art Education)
2002 – 2004	Educational Technology Economics Political Science All sciences
2003 – 2005	Foreign Languages Music Education Elementary Education

Reflecting Legislative Initiatives

The careful, structured procedures designed to ensure alignment between the MTTC and relevant Michigan statutes, policies, standards, and practices are part of the content definition and validation activities of test development described in this proposal. Alignment with Michigan legislation and policy is effected by close consideration of Michigan documents that promulgate requirements and policies pertaining to education and teacher certification. Conformity with certification regulations and job requirements is verified through the involvement of Michigan educators in framework definition, objective review, and item preparation and field-testing; and the participation of Michigan practitioners in job analysis surveys that link the tests with classroom practice.

Test Specifications

The test specifications that guide the content, structure, and format of the MTTC are explicitly linked to Michigan requirements and standards. These include the State Board of Education approved standards for teacher preparation and the Michigan Curriculum Framework for K–12 Education. The test specifications further prescribe the details of test form construction, including the number of scorable and nonscorable test items to include on each test form; the number of constructed-response items (if applicable) to include on each test form; the balancing of the test form with respect to the tested objectives; the nature of the content to be tested; the scoring criteria and procedures to be used for constructed-response items (if applicable); the required performance on each test component (i.e., multiple-choice and constructed-response) that constitutes a passing grade; and similar matters.



The MTTC test specifications are reviewed annually and are revised to reflect changes resulting from test reviews and modifications. NES will ensure that the test specifications are submitted for review and approval by the Contract Administrator, the Office of Professional Preparation Services, and that the test specifications are included in the MTTC Technical Report (described in Phase II of this proposal).

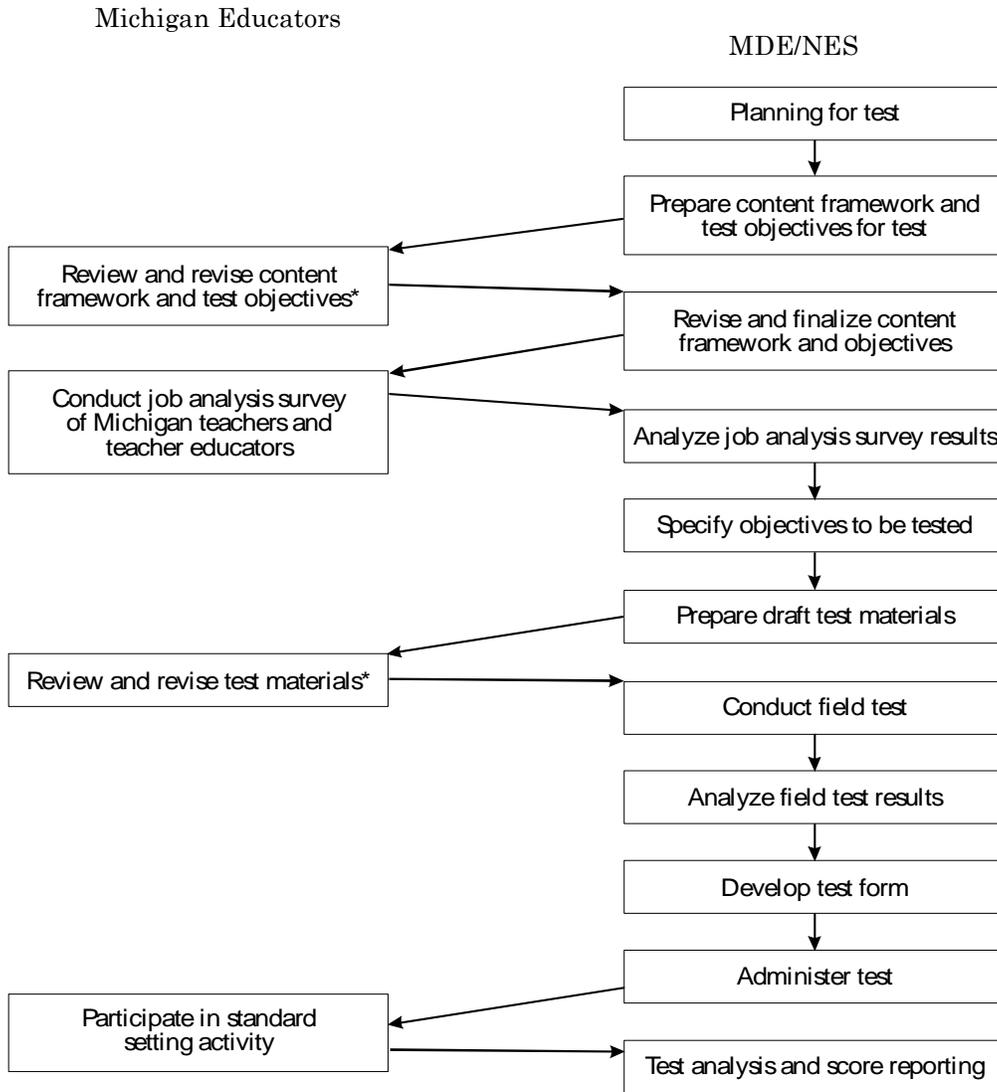
Test Development Process

The process that NES will use in developing tests for the MTTC is a thorough, carefully structured set of interlocking steps. Each step in the process contributes to the gathering of validity evidence on behalf of the program. While these steps are discussed under various headings in this proposal, which is organized according to the requirements of the RFP, we provide here an overview of the process for the benefit of the reader. The process is also summarized in the chart on the following page.

The timeline that will be applied to the development of tests for the MTTC is detailed in the Technical Work Plans section of this proposal.



Michigan Test for Teacher Certification Program: Test Updating and Development Process



*MDE curriculum specialists, the Bias Review Committee, and the Content Advisory Committees review test materials. These committees are created through recommendations from representative professional organizations and school and college personnel. TEAC and STAC provide policy recommendations for the State Board of Education.

NOTE: The above flowchart is a schematic of the typical process of test customization, which is adapted to the needs of each test field.



Note that the process described below and in the chart is the comprehensive process that is applied for the development of entirely new or redeveloped tests; the revision and/or enhancement of existing tests (e.g., by the introduction of new objectives, test items, or test item types) constitutes a subset of this process in which only the pertinent components are applied.

Planning. The MDE and NES meet in Michigan to plan the development process, including the tests to be developed, redeveloped, or reviewed; the broad specifications of the tests; the documents and materials that illuminate the purpose and requirements of each test; and similar matters. At this stage, the MDE identifies the committees that will be involved in test development—the Content Advisory Committee (CAC), Bias Review Committee (BRC), Standing Technical Advisory Council (STAC), and Teacher Examination Advisory Committee (TEAC)—and makes arrangements with NES for selecting members and inviting them to participate.

Prepare frameworks and objectives. NES reviews Michigan statutes, regulatory documents, curriculum materials, and other resources to define in broad terms the content of each test. The content is organized into a draft set of test objectives to be reviewed and revised by the MTTC review committees.

Framework review. The MTTC committees meet in Michigan to review the draft set of objectives in each field. The committees review the materials for content and equity, making revisions as they see fit. NES incorporates the revised materials into a committee-approved set of objectives for each test field.

Finalize framework. The MDE reviews the committee-approved objectives in each field and approves a version of these materials for the next step, the content validation—or job analysis—survey.

Content validation (job analysis) survey. NES formats the test objectives approved by the committees and the MDE into a survey instrument, which is distributed to a sample of Michigan public school teachers and teacher educators for validation. The survey respondents are asked to review each objective and rate its importance to the job of an entry-level educator in Michigan.

Survey analysis. NES analyzes the results of the job analysis survey and reviews them with the MDE, the review committees, and the STAC. The MDE selects the validated objectives that are to be used to compose tests for the MTTC program. These objectives will form the basis for the next step in the process: test item development.

Preparation of draft test materials. NES works with its content experts and item development teams to prepare sets of test items that meet the specifications of each test and correspond to the Michigan-approved test objectives. The test items are subjected to numerous quality control checks and reviews.



Test item review. The MTTC committees meet in Michigan to review the draft test items in each field, reviewing them for content and equity and making revisions to improve them. The Bias Review Committee reviews draft items to ensure that they are free from bias and representative of the Michigan population. Content Advisory Committees review the items to ensure that they match the validated test objectives and are appropriate, accurate, free from bias, and related to the job of a Michigan educator. The MDE also has an opportunity to review and approve the test items.

Field-testing. NES includes the approved test items on standalone field test forms and/or operational test forms and administers them to samples of examinees. Both multiple-choice items and constructed-response items (i.e., performance items) are administered and scored.

Field test results analysis. NES analyzes the results of the field test (including the scores achieved by field test participants on the constructed-response items) for item quality and general test performance. The results are reviewed by the MDE, and selected test items flagged by the field test analyses are reconsidered and may be revised (for further field testing) or deleted from the MTTC item banks.

Test form development. Test items that have gone through this development process are selected according to criteria relating to psychometric characteristics and content coverage and placed on test forms. The MDE approves the test forms for administration.

Test administration. The approved test items are administered on test forms as part of regular operational test administrations. Following the administration, NES reviews item performance statistics for field test items with the MDE. Test items may be removed from scoring if they show potentially problematic statistics.

Standard setting. The MDE constitutes panels of Michigan educators to participate in standard setting activities (i.e., recommending passing scores for the tests). Using a previously administered test form, standard setting panel members reconfirm the validity of the test items and make a judgment about the performance that just qualified candidates would achieve on each item. The individual per-item and per-rater judgments are aggregated into a recommended passing score for each test field. The Michigan State Board of Education makes the final determination of passing standards for the tests.

Score reporting. NES administers the approved test forms; following the administration, NES scores the test forms and analyzes the results, which the MDE reviews and approves. NES then reports score information to candidates and their selected institutions.



Item Writer Selection and Training

Test item development for NES programs takes place mostly at our Amherst office, with reviews by educators in our client states and consultations (generally by telephone) with state and national educators who have special expertise. NES staff item writers are selected for their writing and academic credentials and experience. Many NES item writers have taught, and all writers assigned to the MTTC have experience on other NES projects.

Our staff of item writers is supplemented by a network of consultant item writers with needed subject area knowledge and experience. Most members of this network have worked with NES for years and are familiar with our unique requirements and rigorous expectations. The Amherst area, which houses five colleges of national reputation, is an ideal location in which to recruit and maintain such an expertise network. In addition to college faculty, many members of the item-writing network are teachers from the excellent public and private schools in the area.

Item development teams. NES item writers do not write alone or in isolation. They are required to interact frequently with other NES item development staff. In fact, test development combines the expertise of content specialists, bias reviewers, project staff, and test development specialists.

The item development teams that NES will use for MTTC test development includes the following professionals.

1. **Writers.** Writers of the test materials will have superior knowledge of the content to be measured by the test and appropriate procedures for assessing that content. NES will use staff writers and other content experts for item development. Item writers will complete their tasks according to the test specifications and other state guidelines.
2. **Editorial specialists.** The development team will also include experienced editors skilled in the development of test items. The editors will orient and train item writers, as needed; coordinate the development process; maintain editorial consistency; establish quality control, and ensure that the test materials meet program goals.
3. **Content reviewers.** Content reviewers are used to review and verify content accuracy and appropriateness from an independent perspective. Typically not involved with everyday item writing activities, content reviewers are called upon to lend their expertise in quality control activities as items are being developed.
4. **Bias reviewers.** In addition to in-house reviews for equity and bias, NES arranges for test items that are under development to be reviewed by members of its Equity Advisory Board. EAB members have experience in the review of educational materials for potential bias.
5. **Psychometricians.** Psychometricians are available to item development teams to help create and review guidelines to be used in writing, reviewing, and revising materials according to sound principles of test construction and legal defensibility. Psychometricians provide a perspective on technical



issues that affect item development. They will be available to help train team members and to provide input into discussions concerning technical aspects of the program.

6. **Project management staff.** Project management staff supervises the work of the item development teams, serving as liaisons between the Commission and NES. They are responsible for orienting team members to the project, providing the item development teams with needed resources, reviewing preliminary materials for compliance with State guidelines, ensuring that development schedules are met, and verifying that test security procedures are in place throughout test development.

Training. NES item writers receive training in their tasks from NES editorial specialists and psychometricians, with support from project management staff. NES staff work collaboratively to design appropriate training for each testing program. The materials used include the NES *Bias Issues in Test Development* manual; relevant Michigan standards documents, regulations, and statutes; the MTTC test specifications; the NES *Handbook for Test Item Writing and Editing*; a summary of security procedures in effect for the test; and a schedule for the work, including intermediate deadlines for groups of draft and final test items.

Professional standards. NES item development procedures are designed to comply with professional and technical guidelines applicable to testing programs. Most prominent among these is the 1999 *Standards for Educational and Psychological Testing* published by the National Council on Measurement in Education, American Psychological Association, and American Educational Research Association.

Item Writing Guidelines

Item development teams will also have access to the NES bias manual, *Bias Issues in Test Development*, described earlier in this proposal, and the confidential and proprietary NES item writing manual, the *Handbook for Test Item Writing and Editing*, compiled and produced exclusively for NES item developers. This handbook provides item developers with a compendium of NES item writing and editing techniques based on psychometric theory and practical application from our long item development experience. A copy of the table of contents of the *Handbook* is reproduced on the following page.

Correspondence Table

NES will prepare for each newly developed or redeveloped test item an explicit link to a test objective in the appropriate MTTC test framework. This link will become part of the coding used in the item identification string that accompanies each test item in the MTTC item bank.

Item-to-objective coding is a standard feature of NESBANK, the NES electronic item banking system. No item can be entered into a NES item bank without proper coding, which includes coding that links each item to a test objective.



Committee Involvement

The committees that have been constituted to work with the Basic Skills Test and subject area examinations, including the Content Advisory Committees and the Bias Review Committee, are described elsewhere in this proposal. Their composition reflects the types of issues and representational concerns expressed in the RFP. The composition of the Content Advisory Committees and Bias Review Committee is addressed in this proposal within Task I-5: Administrative and Logistical Support. The primary criterion for committee service is ability; additional criteria address the need to reflect within the committees the diversity of the Michigan population.

The guidelines expressed in the RFP will be used to constitute the Content Advisory Committees for the new program; in fact, they are very similar to the guidelines that have been in effect for constituting the Content Advisory Committees throughout the program. The issues of demographic representation, geographic spread, and reliance on public school educators and university faculty are familiar. In addition, NES will make special efforts to reach out to the community colleges to ensure that the perspectives of this important educational community are included in the development of MTTC tests.

Ongoing Review

Continuous review. Review of the MTTC is both substantive and continuous. The MDE and NES work closely together, discussing in person, by phone, and in writing the ongoing aspects and day-to-day management of the program. Formal reviews of the program are conducted regularly, especially with regard to the annual redevelopment processes that NES undertakes for the MTTC. Thus, meaningful program review activities, centering on genuine program needs and planned enhancements, are held often.

Moreover, NES maintains close contact with key curriculum leaders in the department, educational personnel at the institutions of higher education, and members of key program constituencies. Needs assessment activities, such as those conducted recently by NES, are another way for NES to maintain two-way communications with Michigan persons concerned with the program and its goals.

NES will ensure that community college faculty is represented as well in ongoing review activities. The importance of this group has been growing in Michigan, and their voices must be added to the MTTC development process.

The Michigan Bias Review Committee is of central importance to sustaining the program's focus on issues of bias and equity. The BRC has been convened during every program year since the initial contract award. BRC involvement in program updates, decisions regarding redevelopment of selected fields and modes of assessment (including performance assessment), basic skills testing, and overall program functioning has been essential to the success of the program.

NES prepares periodic reports for the MDE on program achievements, test results, passing standards, technical quality and statistical matters, and other program features. NES will continue its efforts to keep the Department and other stakeholders in the MTTC meaningfully involved in program review and evaluation.



Task I-2.7: Assessment of Pedagogy

The assessment of educators’ professional knowledge and skills—pedagogy—has been discussed for many years in Michigan. Such an assessment has become more pressing because of the recent publication of the Report of the Ensuring Excellent Educators Task Force. Several recommendations and directives in that report suggest that (1) educator preparation programs should devote increased attention to particular sets of knowledge and skill (relating to technology, special needs and ESL students, early literacy, and the arts); (2) the MDE should include this knowledge and these skills as certification requirements; and (3) the MTTC should be revised to reflect these additions.

NES experience with pedagogical assessment. NES has a great deal of experience with the assessment of pedagogy in educator certification testing programs. We have developed substantial pedagogy tests for New York State, Oklahoma, Arizona, California, New Mexico, and Texas, and we are currently developing a pedagogical assessment for Illinois. In addition, NES has been selected by INTASC to develop and administer a test of professional knowledge that would be available to states nationwide.

All these tests of pedagogy are fully customized to the different requirements and standards of the states for which they were developed. For example, the New York State and Texas tests place a special emphasis on all teachers’ knowledge of literacy instruction, while the Illinois test emphasizes teachers’ understanding of students with special needs.

Customized support for Michigan. NES offers to provide the Department support of the type and level that the Department and other relevant groups of Michigan educators deem appropriate for the definition, construction, validation, administration, and/or scoring of an assessment of pedagogy. In this section, we explain and offer to explore further with the MDE several possible approaches to designing an effective pedagogical assessment system.

As is the NES style, we offer what we are uniquely strong at providing: a customized approach based on the guidance of Michigan educators that presents an array of options and choices, all of which we are prepared to bring to fruition. We also offer a wealth of experience in the assessment of pedagogy in many testing formats and many different states.

A Range of Support Options

NES support may take many forms. Three of these forms of support are described in this section of the proposal. They range from a comparatively slight level of NES support (framework development), through a more substantial level of support (test development), to a high level of support (full integration of the pedagogy test into the MTTC). The MDE may select one of these levels of support or discuss with NES modifications that may better serve state needs.



To summarize the three levels:

1. NES offers to assist Michigan educators in the development of **frameworks** for the assessment of pedagogy. The frameworks would provide Michigan educators with a statewide vocabulary to facilitate communication of standards statewide.
2. NES offers to assist Michigan educators in the development of assessment **instruments** for use by them in their teacher preparation programs. With a common vocabulary in place, the assessment of pedagogy could be used by institutions of higher education throughout the state.
3. NES could **administer and score** these tests as an integral part of the MTTC program. In this way, the administration and the scores reported would be coordinated by NES.

Following is a more extensive description of each of these forms of support.

Frameworks—a statewide vocabulary. The institutions of higher education in Michigan have long discussed and considered the development of a pedagogical assessment that focuses on the student teaching experienced at the colleges and local schools. Since each institution's student teaching program has unique features, these efforts may become highly individual and distinct, unless a statewide vocabulary is developed for describing expectations for teaching knowledge and skill.

NES offers to assist Michigan educators in building such a statewide vocabulary. Using such Michigan sources as the State Board of Education-approved *Entry-Level Standards for Michigan Teachers* and the *Ensuring Excellent Educators Task Force Report*, and relying strongly on the consensual judgments of Michigan educators, NES proposes to bring together the various ideas about pedagogical knowledge and professional skill that are in effect on the campuses. The result would be a document that can be accepted on the campuses, validated, disseminated widely, and used by the institutions as a shared foundation for a more standardized consideration of teacher candidates' learning and progress.

The process of developing this shared vocabulary would be a series of design and review meetings involving public school educators and teacher preparation faculty in discussions aimed at consensus building. The resulting document would be a framework, similar in concept and format to the MTTC test frameworks, comprising clear objectives and descriptive statements. The structure of the framework might be organized to reflect the broad pedagogical standards articulated in *Entry-Level Standards for Michigan Teachers*:

- Commitment to student learning and achievement
- Knowledge of pedagogy
- The ability to manage and monitor student learning



- The ability to systematically organize teaching practices and learn from experiences
- Commitment and willingness to participate in learning communities.

These could be augmented by more recent developments, such as those reflected in the Report of the Ensuring Excellent Educators Task Force and research and reports produced by the TEAC (e.g., “Teacher Examination Advisory Committee Plan for the Development of an Assessment of Pedagogy and Professional Skills for Teacher Certification Candidates”).

Among the many advantages of a framework development approach are a statewide understanding of pedagogical requirements, the susceptibility of the document to a job analysis-based validation, and public acceptance of a Michigan standard for teaching knowledge and practice.

Instruments—a shared assessment focus. Following on the development of a Michigan-specific framework for pedagogical assessment, NES offers to assist Michigan educators in developing, for campus-based use, specific assessment tools with which to measure the pedagogical knowledge and skills of candidates engaged in student teaching or related pre-certification activities. The use of common assessment tools furthers the goal of providing a shared assessment focus for the diverse institutions of higher education across Michigan.

The process to be used for developing such tools would be highly collaborative, involving Michigan teacher educators and public school educators in the design, development, and review of assessment items aligned with Michigan standards, the pedagogical framework, and college-based needs and practices.

Assessment strategies that are available for the assessment of teaching skills vary widely. NES has experience with the many modes and formats of assessment and can offer practical guidance and experience to the state and the institutions as they consider and develop suitable assessment tools. Assessment approaches that NES recommends considering include:

Multiple-choice items. Multiple-choice items are uniquely suitable for measuring the breadth of candidates’ knowledge of pedagogical theory, issues, and general problem-solving strategies. They can be contextualized within typical Michigan classroom scenarios to reflect commonly encountered problems and issues. Multiple-choice items contribute significantly to the reliability of assessment instruments.

Written analysis items. In written analysis items, candidates are presented with an educational issue and are asked to prepare an extended essay analyzing the issue and stating and supporting their own view of the issues. Written analysis items are good ways to assess candidates’ knowledge of educational issues, ability to think critically, and reasoning skills.



Work sample items. Work sample items require candidates to produce a typical teaching-related product in response to a set of instructions. Products may include lesson plans, textbook analyses, progress reports, responses to student or parent feedback, or similar products. Work sample items assess candidates' ability to create the sorts of products that teachers are expected to create.

Educational management problems. Candidates are presented with a detailed description of a classroom situation or problem and are required to devise an approach to managing it effectively. The problems would be typical situations that teachers encounter from their first day on the job. Management problems assess candidates' ability to analyze, consider, and quickly and constructively address classroom problems.

Other approaches to pedagogical assessment are also available, including videotaped portfolios submitted by candidates showing a sample of their actual classroom performance. NES recommends that the MDE and the institutions of higher education involved in pedagogical assessment consider multiple approaches and select the types of assessment that best match Michigan standards and needs. NES is ready to offer enthusiastic support to the development of any combination of assessment instruments that are chosen.

Administration and scoring—shared outcomes. If the MDE prefers, NES offers to provide administration and scoring services for the pedagogy assessment, as well as development services, for a reasonable examinee fee. This support would be especially useful if the Department wishes to integrate the assessment of pedagogy into the MTTC and make it a full component of the teacher certification process.

Under this system, NES would administer the pedagogy assessment as one of the tests in the MTTC. The test would probably have both multiple-choice and constructed-response components, as described above. NES would administer and score the test on the same schedule as the other MTTC tests.

Choice. NES stands ready to offer the support that the MDE desires. We are experienced in developing, administering, and scoring pedagogical assessments in several states. We have designed assessment instruments that cover the range of measurement strategies, from multiple-choice to the assessment of classroom performance.

Task I-2.8: Constructed-Response Items

The complexity of teaching. Assessment for teacher certification has recently included increasing numbers of constructed-response items to reflect the complexity of teaching, and NES has pioneered the use of many forms of enhanced assessment in high-stakes, criterion-referenced teacher testing. In the MTTC, the Basic Skills Test includes a constructed-response item (the writing sample portion of the test) and the Spanish test includes a writing and speaking constructed-response component.

NES is pleased to make the commitment to include constructed-response items in at least two additional subject area tests starting with the 2004–05-contract year. In this way, the new tests will be ready for administration in the 2006–07-contract year.



The MDE and NES have had numerous discussions about the introduction of constructed-response items to the MTTC since NES enhanced the Spanish test. The most frequently suggested tests for constructed-response items have been two additional language tests: French and German. This is certainly a logical extension of the program.

There may be other tests in the program, however, that would benefit from constructed-response items, and NES recommends that the MDE continue to give consideration—together with its Content Advisory Committees—to the value of including such items in other areas.

NES experience with constructed-response items. NES has developed constructed-response items for many of the educator certification testing programs that we administer, including programs in California, New York State, Colorado, Oklahoma, New Mexico, Arizona, Massachusetts, Texas, and Illinois. Constructed-response items are included in testing programs following a process through which the advantages and disadvantages of constructed-response items are fully discussed (typically with standing committees similar to the Michigan TEAC) and the program purposes that the items are intended to meet are understood.

Once the appropriateness of including constructed-response items is firmly established and approved by in-state review committees (e.g., the Bias Review Committee and Content Advisory Committees), NES undertakes content definition for the constructed-response items (typically involving a review of state policy materials and the development of one or more test objectives that can be most effectively addressed by constructed-response items). The test framework, including test objectives to which constructed-response items will correspond, is then reviewed by the review committees and subjected to a content validation survey.

Following approval of the objectives that will be addressed by constructed-response items, NES develops the actual draft items. These are then reviewed by the review committees, field tested among samples of students with characteristics similar to those of certification candidates, scored, analyzed, revised (if necessary), and approved by the state.

Standard setting activities typically follow, in which an acceptable performance level (i.e., an identified score point) is chosen by standard setting reviewers, weighting policies are developed for combining the overall score on the constructed-response item component with the overall score on the multiple-choice item component, and a final standard is recommended for approval by the state.

Advantages of constructed-response items. Constructed-response items can provide advantages in a number of assessment areas beyond the foreign languages. NES has had experience introducing constructed-response items into many subject area tests and we will be pleased to share our experience with the MDE.



Some of the advantages that well-constructed constructed-response items can bring to different types of tests are listed below:

- *Authenticity.* Constructed-response items can present authentic, complex tasks that address realistic situations. Candidates may be asked to analyze real-world documents or opinions, synthesize information from a number of disparate sources, evaluate arguments, take and defend a stand on a controversial issue, etc.
- *Reflection.* Items often require reflection and interpretation of stimuli, such as historical documents, works of art, literary works, graphs, maps, charts, and tables. Candidates are asked to consider these stimuli and provide a response that is more sophisticated than a “one-right-answer” approach.
- *Critical thinking.* Tasks may require the application of higher-order and critical thinking skills and engage examinees’ analytical abilities, conceptual understanding, ability to apply and extend knowledge, and ability to synthesize and unite two or more strands of knowledge simultaneously.
- *Interdisciplinary.* Constructed-response items may require examinees to address aspects of content from more than one discipline simultaneously, reflecting the increasingly interdisciplinary nature of curriculum.

Constructed-response items in the subject areas. NES has implemented constructed-response items in teacher certification testing programs throughout the country. These items have served a number of different purposes and presented a variety of task demands for candidates. The following list of subject areas gives an idea of the different types of constructed-response items that NES has developed to address state certification requirements in different content areas.

Administrator: Candidates construct responses to a variety of common job-related situations and make decisions that may be required of administrators in their jobs.

Agriculture: Candidates approach and analyze a scenario and write the best solution in a meaningful, well-organized essay.

Art: Candidates analyze critically the impact of elements of form in an artwork and characterize tone, mood, or theme in paintings and sculptures.

Business: Candidates prepare responses to prompts presenting specific business-related problem scenarios.

Culture and Cultural Diversity: Candidates are required to address the nature and content of culture, cross-cultural contact and interaction, cultural diversity in the United States, and issues related to the provision of culturally responsive pedagogy, such as classroom organization and interactions, curriculum, instructional strategies, and the roles of families and community resources.



Elementary Education: Candidates analyze issues related to elementary education.

English: Candidates discuss issues or problems in the subject area, transforming their thoughts into clear written expression for a generally educated audience.

English as a Second Language: Candidates write essays on issues related specifically to the second-language learner.

Geoscience: Candidates apply their knowledge to an assignment relating to one or more issues in astronomy, geology, meteorology, and/or oceanography.

Health Science: Candidates express their views on one of a variety of issues in health science.

Home Economics: Candidates analyze an issue or problem related to the subject area, using clear expression.

Industrial and Technology Education: Candidates write an essay on a specific issue in industrial and technology education.

Languages other than English: Candidates demonstrate listening and oral proficiency. Candidates are required to understand spoken prompts and produce clear responses in the language of choice. The languages other than English for which NES currently has assessments of written and/or oral production include:

- Armenian
- Cantonese
- French
- German
- Hmong
- Italian
- Japanese
- Khmer
- Korean
- Mandarin
- Punjabi
- Russian
- Spanish
- Vietnamese

NES offers the widest range of language assessments in the country.

Latin: Candidates write an essay involving the critical analysis of one of a variety of topics related to classical studies. Candidates demonstrate adequate oral (reading aloud) and listening (dictation) skills for classroom performance.

Liberal Arts and Sciences: Candidates are required to analyze a pair of essays on a topic using compare/contrast techniques and expressing clear, well-supported opinions.

Mathematics: Candidates apply mathematical principles and determine the solution to a complex problem

Music: Candidates respond to questions based on audiotaped musical samples; the samples are played to the candidate and the responses are in selected-response form.



Physical Education: Candidates write an essay in response to an issue, taking a position and supporting it clearly.

Principal: Candidates construct responses to a variety of common job-related situations and make decisions that may be required of administrators in their jobs.

School Counselor: Candidates construct responses to a variety of common job-related situations and make decisions that may be required of administrators in their jobs

Science: Candidates analyze scientific principles to form and clearly express their thoughts on a given topic.

Social Studies: Candidates analyze the interrelatedness of historical, geographic, cultural, economic, political, and social issues.

Teaching Skills (A): Candidates write essays to analyze educational issues, solve educational management problems, or produce job-related products relating to knowledge of the learner, instructional planning and assessment, instructional delivery, and the professional environment.

Teaching Skills (B): Candidates prepare and submit videotapes of their instructional delivery that demonstrate organization and planning of an instructional unit; multiple approaches to instructional delivery; understanding and use of motivational principles; use of a variety of communication modes; and understanding of ways to structure and manage a classroom to foster a safe and productive learning environment.

Writing: Candidates prepare a composition designed to test their ability to write effectively in response to an assigned topic. The topics may involve any of the modes of discourse commonly used in written expression (e.g., expository, persuasive).

Conclusion. NES has a broad and deep understanding of, and extensive experience with, performance assessment. We have implemented constructed-response items in the professional certification context that is relevant to the MTTC. We know Michigan standards and educators. We are ready to continue enhancing the MTTC by designing and developing new and enhanced assessments to meet program needs as part of the examination updating process.

TASK I-3 Field-Testing

Introduction

The test items currently used in the MTTC were field tested in Michigan using proven methods to ensure the overall quality of the tests. NES proposes to field test any newly developed tests, new test formats (such as constructed-response items), and test updates in this way to maintain consistency with the current test program. Consistency will lead to a stronger program for Michigan with a firm validity basis and enhanced legal defensibility.



Field test results collected throughout the development of the MTTC have been used to make modifications before the test items contribute to examinee scores. Item statistics for field-tested multiple-choice items are reviewed following their inclusion in operational test administrations to allow NES and the MDE to highlight any items for review. Examinee comments are also reviewed in the light of the item statistics gathered through testing. NES addresses concerns regarding a given administration prior to releasing any scores from that administration.

RFP criteria. The field testing procedures that NES will apply adhere to the criteria outlined by the MDE in the RFP (p. 38). That is, field-testing will meet these criteria:

- a. Field testing will include an appropriate sample of Michigan’s college and university students nearing the completion of their teacher preparation programs.
- b. Field testing will be conducted at no cost to participating students or institutions.
- c. NES will provide the appropriate testing materials for each examination.
- d. NES will negotiate and make the necessary arrangements with institutions hosting field-testing activities.

Purposes of field-testing. The purposes of the MTTC field tests are to:

- determine item difficulty and other psychometric characteristics of the test items;
- evaluate the appropriateness of constructed-response items (Spanish, Basic Skills, and any other tests with a constructed-response item component); and
- obtain examinee responses to constructed-response items for use in training operational scorers.

Two methods of field-testing. This section of the proposal will describe the processes of field testing that have been approved by the Standing Technical Advisory Council and used in MTTC development efforts to date; they are proposed to be used for the new contract.

There are essentially two methods used to field test elements of the MTTC: (1) field testing on operational test forms (“operational field testing”) and (2) field testing on separate field test forms (“standalone field testing”).

1. Operational field-testing. Operational field-testing is typically used to gather psychometric information on test items that have been newly developed for existing test fields. Since completion of the initial development of the MTTC in 1992, the majority of field-testing has been completed on operational test forms. In this field test model, draft test items that have been reviewed and approved for use in the program are introduced onto test forms for MTTC test administrations. Items that are



field tested on operational test forms are designated as nonscorable, that is, they do not contribute to the test score obtained by the examinee.

The benefits of operational field-testing include the following:

- the examinee sample at an operational administration is, by definition, representative of the appropriate population;
- the items are administered under actual test administration conditions;
- examinees are generally motivated to perform as well as they can (since they do not know which items are field test items);
- logistical arrangements for operational field testing do not require additional activities on the part of the MDE or Michigan institutions of higher education; and
- test security provisions are stringent.

2. Standalone field-testing. When new test development occurs (either an entirely new test field or a substantially altered field in which new test item types are introduced), a separate field test is scheduled. This was the field-testing strategy that NES used for the original development of the MTTC. The consistency of field-testing strategies helps to establish the continuity of the testing program and the overall consistency of the individual tests in the MTTC, regardless of when they were initially developed.

When separate field-testing is necessary, NES takes pains to ensure the validity of the process. Field test samples are chosen to reflect the characteristics of the eventual operational testing population. Field test events are administered under conditions that mirror to the extent possible the structure of operational test administrations. Field test participants are urged to treat the field test as a serious responsibility and to perform to the best of their ability. The typical result is that NES discerns no significant difference in field test examinee performance when compared with actual examinee performance on similar items.

Operational Field-Testing

This section describes the field test process for test areas already in service within the MTTC program. This method has been used to gather data about test items developed for approximately 40 program updates in the course of the two contracts that NES has administered for the MDE.

NES has a proven track record for field-testing of new items on operational test forms. The goals of field-testing are identical whether operational field testing or separate field-testing is used, and the essential tasks involved are similar for both approaches. However, operational field-testing for items added to existing test areas is logistically simpler.



The tasks for field-testing on operational test forms are as follows:

- Make field test arrangements
- Develop field test forms
- Administer field tests
- Analyze field test data
- Review field test results

Make field test arrangements. The arrangements for operational field-testing involve little additional effort beyond arranging for operational test administrations. The sites, rooms, and proctors are those that are involved in operational test administrations for the MTTC. The examinees are unaware that new items are being tested in their subject area and treat the exam as if the entire test is to be scored. The administration is conducted under conditions of rigorous test security. In sum, field-testing and operational testing under this model are indistinguishable.

Develop field test forms. The responses to Task I-2.6: Ongoing Program Review and Task I-6: Revision of Tests provide a description of the development process. The update process begins with a careful review of existing tests in relation to the new policies, procedures, and/or curricula that have spurred the update. New test items are developed, reviewed, and approved for field-testing.

The newly developed test items are introduced into test forms that will be administered as operational test forms during regularly scheduled test administrations; typically, this happens during in the year before the new items are to be introduced as operational test items. Banks of field test items are created, to be added to the existing test forms but not scored.

Typically, the scorable items remain consistent across test forms and examinees, and the nonscorable items vary across test forms and examinees. Generally, multiple sets of field test items are added to the operational test form to maximize the number of items field-tested in a given operational administration. Spreading the field test items across subsets of examinees enables NES to collect data on comparatively large numbers of items in a short period of time.

Administer field tests. The operational test form is administered using standard administration methods. The addition of the field test items has no impact on the administration procedures and is transparent to the examinee. The administration of the test in this manner provides NES with the highest quality item data possible with the least impact on the overall program. As is the case with the rest of the items on the operational test form, the field test items are administered without time limits. Examinees are provided with ample time to complete the entire test form, both scorable and nonscorable items.



Analyze field test data. The field test items are scored and analyzed separately from the operational test items using appropriate, Department-approved statistical analyses. The section on analyzing field test data for separate test forms, below, lists the statistical analyses commonly applied to the data. A significant advantage to administering field test items on an operational form is the ability to determine item performance in relation to items on both the field test and the operational test. NES uses these data to prepare the final test forms.

The product of the field test process will be a bank of new, scorable items that have been equated back to the previous form of the test. For the MTTC program, the greatest advantage of this approach is that the gradual introduction of new items, together with the wealth of data that has been collected on them, helps to ensure a smooth transition between the existing test forms and the new test forms while preserving the link that keeps MTTC passing standards consistent across revised test forms.

Review field test results. The results of the field test will be prepared in a form suitable for review by the MDE and other designated groups of Michigan educators. A summary of field test results will be prepared for inclusion in the MTTC Technical Report described in Task II-5.

Standalone Field Testing

In the RFP, the MDE calls for the development of several new test fields beyond the current set of tests in the MTTC. Each new (or substantially revised) test is likely to entail the field testing of test items that cannot be included as nonscorable items on existing test forms and administered at operational test administrations.

This section describes the approach NES will take, with the approval of the MDE, to field test items for such test areas. The process described herein is essentially the same as the process applied for every newly developed MTTC test since program inception.

Standalone field-testing. Standalone field testing may be used to gather psychometric information on constructed-response items, test items for newly created test fields, and test items that would require altering standard operational administration procedures. In this field-testing model, draft items are typically administered to individuals enrolled in or planning to enroll in teacher preparation programs throughout Michigan. This field test model has been used during the initial development of test fields. It has also been used to gather sample responses to the listening multiple-choice portion of the Spanish test and the performance assignments included on the Basic Skills and Spanish tests.

Two administration models will be used to administer standalone field tests: (1) intact classroom testing and (2) walk-in testing. In the intact classroom administration model, field tests will be conducted on college campuses during regular class periods. In the walk-in administration model, field tests will be conducted in testing rooms over the course of a day and/or evening. Field test examinees will be allowed to begin the field test any time from the start of the field test session until approximately one hour before the close of the field test session.



The tasks in standalone field-testing are in broad terms the same tasks that are involved in operational field testing, described above. They are:

- Make field test arrangements
- Develop field test forms
- Administer field tests
- Analyze field test data
- Review field test results

Make Field Test Arrangements

Site selection. NES will work with the MDE to identify potential campuses to serve as field test sites; where field-testing on community colleges makes sense (e.g., for the Basic Skills Test), these campuses will also be considered for field-testing.

Several factors will be considered in determining field test sites, including the size of the educator preparation program, diversity of the student population at a given school, geographic location, approved endorsement area programs, and willingness of the campus to serve as a field test site. The MDE will have the opportunity to approve the list of potential field test sites that NES prepares.

Contact persons. The education dean, department chair, or MTTC contact person at each field test site will be contacted for approval of the use of the institution’s facilities for the field test.

To make arrangements for sites that will host field test sessions, NES will work with a campus contact person. NES will telephone the contact person to describe the nature of the field test sessions, the importance of the field test to the MTTC program, and the schedule and space requirements for field-testing. The role of the campus contact person will be explained, including the need to post flyers, answer questions, and receive students’ registration forms, as appropriate.

Once a campus agrees to be a field test site, the contact persons will be sent a letter acknowledging their agreement to participate, confirming the field test arrangements, and describing the field test administration process in greater detail.

Before the field test, NES will work with the campus contacts to select appropriate testing rooms. Consideration will be given to ensure adequate lighting, desk space, restroom access, and accessibility for all participants, controlled entrances and exits for security purposes, and the availability of parking.

Students from all Michigan institutions of higher education with state-approved teacher preparation programs (including, as appropriate and with MDE approval, community colleges) will be eligible to participate in the field test sessions at any field test site. NES will send a letter to educator preparation programs not selected as test sites to advise them of the availability of the field test site in their area. Information about field test



sites, dates, and times will also be included on an informational flyer distributed to the institutions and via the Internet, on the MDE and MTTC Web sites.

Registration. NES believes that making a registration process available to field test participants can improve the pool of participants, the seriousness with which they approach the field test, and the quality of the data collected as a result of field testing. Neither the MDE nor NES has control over undergraduates in the same way that the MDE has control over elementary or secondary students, who can be required to participate in a field test for a student assessment program. In contrast, the undergraduate participants in the field test will be volunteers. NES's success in obtaining the participation of undergraduates has been noteworthy under the current contract with Michigan and in other large-scale testing programs.

Participants. All institutions of higher education with approved educator preparation programs will be invited to have their students participate in the field test. Eligibility requirements for field test participants will be determined with the MDE depending on the field test being administered. For example, for the Basic Skills field test, all undergraduate students (freshmen, sophomores, juniors, and seniors) and all community college students planning to enroll or currently enrolled in a Michigan teacher preparation program will be eligible to participate. For other content area tests, juniors or seniors enrolled in Michigan educator preparation programs will typically be eligible to participate. The MDE may determine, as was the case for the Spanish field test, that juniors and seniors seeking a major or minor in Spanish will also be eligible to participate.

Participation will be voluntary. A multi-step outreach process will be conducted to inform eligible students about the field test and encourage their participation. Campus contact persons will be encouraged to enlist the aid of faculty members with recruitment and to involve their minority student advisors in recruitment efforts.

Maximizing minority participation. To help ensure that field test results generally reflect the groups affected by the program, and to facilitate item performance comparisons across population groups, it is important to have minority participation in the field test. To meet this goal, NES will capitalize on its existing knowledge of institutions in Michigan with large enrollments of minority students. NES will take the following measures to secure maximum minority support.

- (1) *Direct campus contact.* NES experience shows that there is no substitute for one-to-one contact with contact persons on each campus. NES staff will work aggressively with campus contacts at the colleges to secure maximum participation in the field test.
- (2) *Minority campus organizations.* Most college campuses have one or more organizations that address minority student interests. NES has worked with many of these organizations, and will continue to do so to obtain maximum minority participation in the field test.
- (3) *Announcements.* NES will prepare and disseminate a series of posters and other flyers publicizing field tests as they occur and providing information to students about participation.



(4) *Internet.* NES will work with the MDE to create strategies for using the outreach capabilities of the Internet, via the MDE and/or MTTC Web sites, to publicize the field test, provide details about field test sites and times, and encourage participation on the campuses.

No cost. There will be no costs to participating students or institutions.

Field test materials. NES will develop and produce packets of materials for distribution to the campus contact persons and further distribution by them. The packets of materials will include instructions for distribution, flyers for publicity, registration instructions, and registration forms for students. The faculty members and campus contacts will be requested to collect completed registration forms from students and return the forms to NES.

The field test instructions will provide general information for registering for the field test. They will be designed to be informative to students who have not yet been exposed to the MTTC. Included with the materials will be a registration form and a list of the campus contacts at each of the teacher preparation institutions. Students who register will be asked to provide demographic information to permit NES to estimate participation by minority students. Students will also be asked to indicate the number of tests they are willing and eligible to take.

Develop Field Test Forms

Field-testing of new and substantially revised or augmented test fields under simulated testing conditions can be a valuable way to assess item performance. To obtain maximum benefit from the field test, the field test forms must be carefully designed to (1) resemble the operational forms of the tests and (2) facilitate the linking of the item bank for later creation of equally difficult operational forms.

The field test forms must be of reasonable length to allow candidates to complete the field test in the time allotted, minimizing any effects on the data from examinee fatigue. By the same token, the number of field test forms included in the field test should be kept to a minimum to provide the maximum number of field test subjects per form. This is a particularly important issue in low incidence fields where the number of people in the population is very small. The importance of field-testing constructed-response items must also balance the time necessary to complete each task with the amount of information to be gained from the response.

Typically, the following guidelines will be used to prepare field test forms:

- test forms will be created to allow field test examinees ample time to answer all test items;
- an adequate number of test forms will be created to field test all draft items included in the item bank; and
- if possible, a variety of items from the item bank will be included on each field test form.



Administer Field Tests

Preparation for field test. After field test participants have been registered and accurate numbers of examinees by site have been determined, NES will make final site arrangements with the campus contacts. Testing rooms meeting NES’s strict site arrangements (see Test Administration section for site requirements) will be secured. NES will retain test proctors through the campus contact to achieve a ratio of approximately 30 students per proctor. A computerized roster of field test participants will be produced for use in signing in participants on the day of the field test administration.

NES will produce copies of the field test booklets using in-house production facilities to ensure adequate security. A sufficient number of copies will be produced to handle the number of participants at each site, plus a controlled overage to accommodate walk-ins. Other materials NES will prepare typically include:

- (1) inventory of field test materials (by site, for security control)
- (2) proctor’s manual
- (3) field test machine scorable answer sheets and constructed-response item response booklets
- (4) pencils
- (5) participant questionnaire
- (6) test proctor questionnaires
- (7) item comment forms

NES will package the materials by site and will ship them via secure services.

Field test personnel. Each of the field tests will be administered by one or more representatives from NES, along with proctoring personnel arranged from the host institution. The NES representatives will have knowledge of NES administration policies and procedures and experience with other field test and operational test administrations. In addition, the representatives will be provided with a field test manual containing instructions for their role in the field test administration.

Field test representatives will be responsible for the security of the test materials, test site personnel, test site set-up, and test administration procedures.

Field test administration. On the day of each field test administration, the NES representative and test proctors will set up the testing room. Field test participants will be asked to show a valid student I.D. and will receive an appropriate field test form and the necessary answer document(s). Typically, numbered field test booklets are used to discourage any security breach and, in the worst case, allow NES to trace any problem to a specific participant.

Field test sessions will be monitored during the session to ensure that participants may take the field test without undue interruption or distraction, and that their performance represents their own unaided effort.



Field test sessions may be scheduled either in intact classrooms (with faculty permission) or in testing rooms on college campuses throughout an entire day, with participants free to arrive for field testing at their convenience, depending on their class schedules and other commitments.

Return of materials to NES. At the completion of the administration, materials will be inventoried and repacked for return to NES. NES will confirm the return of materials for the MDE.

Test security. The security of test materials will be maintained throughout the field test administration. The NES representative or a test proctor will be assigned to remain with the materials at all times. Test materials will be signed out to examinees and carefully checked when returned. At the close of each session, an inventory will be conducted before the test material is repacked. Once inventoried, the field test materials will be repacked for secure shipment to NES, where they will be unpacked, counted, and logged in. Strict accounting of materials will be maintained.

Analyze Field Test Data

NES will analyze the data from the field tests to examine how the items and prompts perform under testing conditions. To the extent that appropriate data are available, they will be used for:

- evaluating and revising items as necessary,
- calibrating (linking) items to facilitate creation of equi-difficult forms of the test, and
- determining if items are potentially biased.

The field test data will be analyzed using classical statistical techniques, as approved by the STAC.

Classical statistics. When we analyze the results by classical test theory we will use the NES Criterion-Referenced Test (CRT) Item Analysis Programs. This analytical package has been approved for use in the MTTC by the Michigan Standing Technical Advisory Council (STAC). The following information will typically be produced:

- total test mean
- total test standard deviation
- total test reliability
- total test standard error
- individual item p-values (percent correct)
- item-objective reliability (point biserial correlation)
- item-test reliability (point biserial correlation)
- distribution of examinee responses (percent of examinees selecting each response option)
- ability level of response choice (average score achieved by examinees selecting each response option)



- total test frequency distributions (number and percent of examinees achieving each possible total test score)
- sub area frequency distributions (number and percent of examinees achieving each possible sub area score)

Bias analysis. During the current contract, NES has applied the transformed item difficulty model and the Mantel-Haenszel technique to the MTTC items. NES will evaluate the application and results of these analyses with the TEAC and STAC to determine which best meets the needs of the Michigan program for flagging items with potential bias for the new development.

Scoring Responses to Constructed-Response Items

The responses to constructed-response items will be scored with holistic scoring procedures analogous to those used for scoring writing samples for the Basic Skills Test. This process involves (1) the selection of marker responses at a rangefinder meeting and (2) the conduct of a scoring session in which two independent readings of each response produce holistic scores for each response to a constructed-response item.

This process begins following the field test, using field test responses to constructed-response items to establish marker responses.

Range finding meetings. Range finding meetings will be held in Michigan to review responses to the constructed-response items on MTTC tests that have been field-tested. The purpose is to identify marker responses that may be used in conducting operational scoring. Range finding meetings will be held following constructed-response item field tests. This is the same process that has been used to prepare for scoring of constructed-response items on the Basic Skills Test and the Spanish test.

Members of the appropriate Content Advisory Committees will be invited to participate in the range finding meeting(s) for their fields. As part of the range finding activities, committee members identify responses that correspond to the scoring scale points.

Marker responses represent examples of each score point, illustrating the range of responses that are found within each score point (thus, the process is called “range finding”). Marker responses help define each of the score points and will be used to train scorers to evaluate candidates’ performance consistently, fairly, and in accordance with the scoring scale. They also serve as a vehicle for calibrating future scorers to the scoring scale and may be used as an “anchor” to maintain the scoring standard across new constructed-response items as they are developed in the future.



Marker Review Process. The marker review process includes the following steps for both responses to constructed-response items:

- group training by the Chief Trainer, who describes the focused holistic scoring method;
- review of the criteria that will be used to assign a specific score to an individual response;
- review of a previously approved “1” to “4” performance assignment scoring scale (if any); and
- review of a subset of field test responses and selection of marker responses corresponding to the score points of the scoring scale.

Scoring sessions. Scorers will be trained by NES Chief Scorers in the focused holistic scoring procedures that will be used for the MTTC field test (described in greater detail in

Task II-4). The training session involves discussion of score points and scoring criteria, and the scorers must achieve calibration with the score points and criteria before they are permitted to score actual responses. At the conclusion of the training session, the readers must take a calibration assessment to measure their alignment with the scoring criteria. Scorers who pass are permitted to begin scoring; scorers who do not pass are given additional training.

The first reader reads the response, applies the holistic scoring criteria, and assigns a score, typically on a scale from 1 to 4. The second reader, working without knowledge of the score assigned by the first reader, reads the response and assigns an independent score. The two scores are then compared. A response that receives “discrepant” scores (i.e., two scores that differ by more than one point, such as a “1” and a “3”) is rescored.

During holistic scoring, NES will invite representatives from the MDE to observe this process as a way to ensure consistency with the needs of the state and provide an additional frame of reference for understanding the scoring procedures for the operational administration.

Participation of Michigan educators. Michigan educators, especially members of the appropriate Content Advisory Committee, will be invited to participate in holistic scoring sessions, both at the field test stage and during operational test scoring.

Field test reports. NES will produce a report following the administration of the field test that will include an analysis of the performance of each test item that addresses the reliability of the test item (in terms of its point biserial correlation) and evidence of the validity of the item (in terms of item difficulty and response distributions). In addition, the report will indicate the number of participants who responded to each item, the number of times each item and test was administered, and the demographic characteristics of the participants who responded to each item. For the field test events as a whole, NES will describe the field test procedures and report on the date, site, location, and number of participants at each field test session.

In addition, NES will include a summary of field testing activities and results in the Technical Report described in Task II-5.



A sample of a field test report produced for one test field in a NES testing program appears on the following pages.

Review Field Test Results

The field test results will be prepared for review by the MDE; for new tests, a review by the Bias Review Committee and the relevant Content Advisory Committee will also be conducted.

Ownership of Data

The MDE will own the data generated during the field test and will have full access to those data. The field test data will not be distributed or disseminated without the express permission of the MDE.

TASK I-4 Test Validation

Introduction

For purposes of content validation under this contract and in this proposal, MTTC tests will be in one of three broad categories:

- Unmodified tests: tests that will be maintained and administered, as they now exist in the MTTC program.
- New and redeveloped tests: tests that are either entirely new to the MTTC program (e.g., a pedagogy test) or that will be redeveloped substantially, to the extent that the entire test framework will be validated anew (e.g., the Basic Skills Test, further tests identified by the MDE).
- Updated tests: tests that are to be modified by the addition of new content (i.e., new test items corresponding to existing objectives) or a slight change in one or more objectives (e.g., a reworded objective that permits the use of constructed-response items).

Unmodified tests will require no new content validation process, since they have been validated previously through a process that was substantial, involving the development of materials based on Michigan statutory and regulatory documents, the review of test materials by Michigan educators, and the conduct of a job analysis survey (also called a content validation survey or test validation survey) to which Michigan classroom educators and teacher educators responded. New and redeveloped tests (herein referred to more simply as “new test fields”) will require the most extensive content validation procedures. Updated tests will require a subset of the procedures that will be used for new test fields.

Task I-4 first describes in some detail the content validation process for new test fields, which is modeled closely on the original content validation process that was used for all MTTC tests. Program consistency is of importance in high-stakes testing programs; the process that NES proposes for new test fields allows the program to grow and expand flexibly while remaining consistent with the original MTTC validation process.



Following the description of the process for new test fields, we describe the process for updated tests.

Validation Process: New Test Fields

The validation process for new test fields (and redeveloped test fields), such as a new assessment of pedagogy or a redeveloped Basic Skills Test, will include a structured set of steps designed to define content that is appropriate for the purposes of the Michigan Test for Teacher Certification, to verify that content through reviews by Michigan educators, and to validate the content through the conduct of a content validation survey (also called a job analysis survey).

The validation process that NES proposes has been in use in Michigan since the inception of the MTTC and has been reviewed and approved by the Standing Technical Advisory Council (STAC).

The subtasks of the validation process are:

- Task I-4.1: Conduct Objective Correlation Study
- Task I-4.2: Develop Job Analysis Survey Instruments
- Task I-4.3: Conduct Job Analysis Surveys
- Task I-4.4: Analyze Job Analysis Data
- Task I-4.5: Conduct Bias Review of Validity Study Results and Test Items
- Task I-4.6: Conduct Content Review of Validity Study Results and Test Items
- Task I-4.7: Conduct Standard Setting Procedures

Task I-4.1: Conduct Objective Correlation Study

Purpose. Each time Michigan policy or practice changes enough to justify new test development, a new correlation study should be conducted to update the original correlation study conducted when NES began working with the MDE. Ensuring that each test objective is related to Michigan policy or practice is a multi-step process that begins with defining the test domain using Michigan documents, policy statements, and curriculum materials. The link between the objectives and Michigan requirements is then documented in an Objective Correlation Study. This documentation clearly indicates the relationship of each test objective to Michigan policies and practices and bolsters the legal defensibility of the program



Entry-Level Standards for Michigan Teachers. One of the primary sources of information about the job of Michigan teachers is the set of Entry-Level Standards for Michigan Teachers. The State Board of Education has approved these standards as applying to the job of an entry-level teacher in Michigan and as relevant to the professional preparation that candidates receive in educator preparation institutions. New tests in the MTTC program should reflect these standards. Accordingly, NES will review the Entry-Level Standards while developing/ redeveloping new test fields for the MTTC.

The Michigan Curriculum Framework for K–12 Education. To support the alignment of teacher preparation, teacher certification, and student learning, the MTTC should be reflective of the Michigan expectations for students, expressed in the Michigan Curriculum Framework for K–12 Education. The Curriculum Framework drives a significant portion of the teacher’s daily responsibilities and is reflected in the Michigan Educational Assessment Program. NES will also review both the Michigan Curriculum Framework for K–12 Education and the objectives of the MEAP in drafting the objectives for the new MTTC fields. It is necessary, but not sufficient, to establish that teachers know what students must learn, and meeting this requirement will be part of framework development and of the Objective Correlation Study. NES will document the linkage between the Michigan Curriculum Framework and the MTTC test objectives in newly developed test fields.

Process. The Objective Correlation Study will involve these steps:

- Step 1:** The reviewer will prepare a comprehensive list of policy, practice, and curriculum documents used in developing the list of objectives. This list alone will provide valuable support for objective development.
- Step 2:** For each objective, the reviewer is to review each document identified in Step 1 to determine the relationship between the objective and the document. Any relationship (or correlation), however partial, should be noted.
- Step 3:** On the objective correlation study form, the reviewer will record the code for each source document that has been determined to match the objective in whole or in part.
- Step 4:** NES will forward the completed objective correlation study form to the MDE for review, with instructions to MDE staff reviewing each test field to add or delete sources for each objective based on their understanding of Michigan policy and practice.

Task I-4.2: Develop Job Analysis Survey Instruments

Two survey instruments. A technically sound procedure for determining the validity of proposed test objectives in a certification test is to survey public school educators (i.e., job incumbents) and college faculty (i.e., those who prepare prospective job incumbents). To that end, NES will structure the objectives developed for each new test into two survey instruments. Each instrument will collect both demographic information about the respondents and rating information provided by the respondents. The two populations we will survey in the validity study are described below. A sample survey form appears in the Appendix.



- (1) **Public school educators.** The central focus of the tests must be on the content necessary to function in the public schools. In order to determine the extent to which each objective is used and is considered important to classroom teaching (or school administration), NES will survey a sample of certified and practicing Michigan public school educators. The classroom educator instrument will ask respondents to rate the importance of each objective to the job of a Michigan educator in that subject area.
- (2) **College faculty.** To gather information about the extent to which candidates are provided with adequate instruction for each objective and the extent to which each objective is seen as necessary to function in an educator preparation program, NES will survey a sample of college faculty from educator preparation programs and other academic departments. This survey instrument will ask respondents to rate the importance of the objective for teaching (or holding an administrative position) in the subject area field in Michigan schools.

Survey Instrument Design. Separate survey instruments will be developed for each of the groups (public school educators and college faculty) included in the survey. Each survey will include the following elements.

General survey instructions. At the beginning of the survey, NES will provide general instructions for completing the survey. These will describe how long (approximately) it will take to complete the survey, how to fill out the survey response form, how to make comments, and how and when to return materials. The confidentiality of survey responses will also be explained.

Eligibility and background information questions. Respondents will be asked a question to determine their eligibility to participate (e.g., for school educators, whether they were certified to practice in Michigan in the survey field). If respondents answer “No” to the eligibility question, they will be asked to stop and return all materials to NES.

Eligible respondents will be asked to complete a series of background information questions. Included will be questions regarding teaching assignment(s), gender, race/ethnicity, type of certificate, and level of education.

Objective rating instructions. Respondents will be asked to answer a question about each objective using their judgment to determine what they considered important for teaching in the designated field in Michigan schools. Objective rating questions such as the following will be used.

School teachers: ***In your job as a Michigan teacher, how important is the objective to an understanding of the content of this endorsement area?***

Teacher educators: ***To a person preparing for a job as a Michigan teacher, how important is the objective to an understanding of the content of this endorsement area?***



Respondents will be asked to rate each objective on the following five-point scale.

- 1 = no importance**
- 2 = little importance**
- 3 = moderate importance**
- 4 = great importance**
- 5 = very great importance**

Comments/suggestions. A section will be provided for respondents to make comments about the survey or the objectives, or to note any objectives they think should be added.

Task I-4.3: Conduct Job Analysis Surveys

The following procedures for conducting the surveys are based on the procedures used for the current MTTC tests, which were approved by the Standing Technical Advisory Council.

Sampling public school educators. Up to 200 public school educators across the state will be sampled to participate in the survey in each new subject area to be added to the MTTC. School educators will be sampled from data files provided by the MDE. The data files include assignment area(s), certificate(s), and endorsement(s) for each Michigan public school teacher.

NES will use the data files to determine the eligible population for each test field. In general, the primary population eligible for each test field will consist of individuals holding Michigan teaching endorsements and teaching assignments corresponding to the test field. Certified teachers holding part-time positions will be considered job incumbents and will also be eligible to participate in the survey. With STAC approval, in cases in which the primary population is smaller than the survey target number, a secondary population may be identified as eligible. The secondary population will consist of individuals holding a corresponding teaching endorsement.

A stratified random sampling design will be used to select the public school teacher samples from the MDE data files of the population of teachers eligible to participate. The sample will be stratified on the variable of race/ethnicity in terms of three categories: African American, White, Other.

To meet expectations established with the MDE for representation of minority educator survey participation, NES will over sample African Americans for each test field at roughly twice the rate at which they are represented in the population of teachers for the test field. This guideline will apply in fields in which sufficient numbers of teachers are available.

If teachers are eligible members of more than one test field (because of multiple teaching assignments and certification endorsements), they will be selected to participate in only one test field. This is done to focus the attention of the respondent in one test area and to increase the likelihood of an individual's responding to the survey. Sampling will be done first for the lowest incidence fields to achieve an adequate sample size for these smaller fields.



Sampling college faculty. NES will sample up to 100 teacher educators from colleges and universities offering approved educator preparation programs in the appropriate test fields. Using MDE materials, NES will identify the Michigan colleges and universities offering approved educator preparation programs in each test field. For each institution identified, NES will work with an MTTC campus contact person to distribute the content validation survey materials.

Teacher educators at Michigan institutions with approved educator preparation programs will be eligible to participate. To be eligible to complete a survey for a content-area test field, faculty members must be teaching education courses or academic specialization courses in the content field being surveyed.

NES will send MTTC campus contacts the survey materials and ask them to select the teacher educators to participate. The number of surveys sent to an institution for a given test field will depend on the program size at each institution. NES will provide the MTTC campus contact with written instructions outlining the steps required to prepare a sampling list and select a sample for each field.

Distribution of public school educator surveys. NES will send an advance notification letter to district superintendents alerting them to the involvement of their staff in the survey and providing general information about the MTTC program and the content validation survey. NES will distribute the public school educator surveys to the selected educators at school addresses. The survey materials will include cover letters from the MDE and NES, a survey booklet, a response form, and a postage-paid return envelope.

The sampled teachers will be asked to return their completed surveys by a specified deadline using the postage-paid envelope provided. NES will monitor survey returns. Teachers who do not return the surveys by the specified deadline will be sent a follow-up survey mailing. The follow-up survey mailing will include a follow-up cover letter, a second survey booklet, a response form, and a postage-paid return envelope. The cover letter will specify a final due date for return of completed surveys.

Distribution of college faculty surveys. NES will send an advance notification letter to MTTC campus contacts at colleges and universities offering approved educator preparation programs. The letter will provide background information about the program and the content validation survey and will inform the campus contacts of their responsibility for overseeing the distribution of the surveys. The letter will be accompanied by a preliminary survey inventory for the institution.

NES will distribute the college faculty surveys to the campus contacts along with guidelines for distributing the surveys and an inventory of surveys sent. The survey packages will include a cover letter, survey booklet, response form, and postage-paid return envelope. The cover letter will provide background information about the program, describe the purpose of the survey, note the procedures for completing and returning the survey to NES, and emphasize the importance of the respondents' participation in the survey.



The MTTC campus contacts will be asked to use the guidelines for distributing the surveys to selected faculty members. The sampled faculty members will be asked to return their completed surveys by a specified deadline using the postage-paid envelope provided. NES will monitor survey returns. NES will identify and call any institutions from which few or no surveys have been returned. If needed, NES will send duplicate sets of survey materials to the institutions.

Task I-4.4: Analyze Job Analysis Data

As survey envelopes are returned to NES, they will be sorted by type of respondent (i.e., public school educator or teacher educator) and separated by type of return (i.e., not used, ineligible, eligible). A “not used” survey will be defined as a response form that was blank. An “ineligible” survey will be defined as a response form on which the respondent filled in the “No” circle for the eligibility question or left the eligibility question blank. An “eligible” survey will be defined as a response form on which the respondent filled in the “Yes” circle for the eligibility question.

Final response rates will be calculated for each field after the final due date for survey returns. The response rate will be calculated as the number of “eligible” returns divided by the total number of surveys sent less the number of “not used” and “ineligible” returns.

NES will ensure the accuracy of the survey results. NES will check the machine-readable response forms for conditions that might interfere with the analyses: stray marks; lightly or improperly gridded responses; incomplete erasures; and rips, bent corners, holes, staples, folds, etc. NES will correct those conditions before scanning. NES will also run a number of checks of the scanning and analysis software.

Data analysis. For each test field, the following reports will be prepared for each sample (school educator and teacher educator).

Demographic Summary Report. For the background information questions included in the survey booklet, NES will generate unweighted frequency distributions for each question. The distributions will include absolute frequencies, relative percents, and adjusted percents.

Rating Summary. The rating summary will provide, for each objective in the test field, the number of eligible respondents; the arithmetic mean importance rating; the standard deviation of the importance rating; the standard error of the mean; the grand mean, standard deviation, and standard error across all objectives; and the distribution of responses to the constructed-response items on the 1 – 5 rating scale. The analyses for the Rating Summary (school educators) will be statistically weighted to generate population parameter estimates that take into account possible over sampling artifacts.

Rating criterion. In each test field, objectives receiving from either group of respondents a mean importance rating less than a predetermined criterion, such as 3.0, will be flagged for review by the MDE.



Present Results to the MDE and STAC

The data from the content validation survey for each field will be analyzed and prepared for presentation to the MDE for review and approval. A predetermined criterion rating, such as 3.0, will be used as the minimum acceptable mean importance rating for determining the validity of the objectives; objectives receiving from either group of respondents a mean importance rating less than the criterion will be flagged for review by the MDE.

NES will work with the MDE to review objectives that do not meet the criterion. The decision for retaining or deleting objectives will rest with the MDE, which will have the option of retaining objectives that, while not meeting the criterion score, are nevertheless deemed sufficiently important to remain eligible for testing. It may happen that test objectives covering content that is new or emerging in the field may receive a comparatively low importance rating because of respondents' lack of familiarity with it. It may also be the case that the content of some objectives is so central to a key educational goal (e.g., diversity, the health and safety of students) that the MDE judges that those objectives should be retained as eligible for testing.

Present results to the STAC. NES will also present the results of the content validation survey at a meeting of the Standing Technical Advisory Council.

Prepare Objective Lists and Specifications

Following the reporting of results and the approval of a final set of test objectives for each test field that has undergone content validation, NES will prepare a comprehensive list of objectives for each MTTC test and a complete set of assessment specifications that will be used in item development.

This step will occur after the review of content validation survey results by the Bias Review Committee and Content Advisory Committee, which are described below.

Internet posting. The objective list, once approved by the MDE, will be posted on the MTTC Web site.

Task I-4.5: Conduct Bias Review of Validity Study Results and Test Items

The MTTC has a standing Bias Review Committee that has worked with the MDE and NES since the inception of the program. While the members of the committee have changed over the years, the purpose and commitment of the BRC have remained intact. The MTTC bears the indelible mark of the sensitive and intelligent guidance of the BRC in virtually every major product and process.

The Bias Review Committee will be convened for a meeting at which they will review (1) the results of the content validation survey for the test fields that are under review and (2) test items prepared by NES for those test fields. NES anticipates that this typically will be a two-day meeting.



BRC Review of Validity Study Results

Purpose. NES will present the results of the survey for the total group of respondents as well as for gender and racial groups. The BRC will review these data for indications of potential bias. Their concerns will be presented to the Content Advisory Committees.

Process. NES will present the results of the validity study to the Bias Review Committee. Approximately six weeks before this review, NES will contact the BRC members to inform them of the time of the review, its purpose, and the review procedures.

Committee members will receive an orientation to the validity study, validity survey procedures, and procedures for the review. Procedures will reflect review standards as presented in the Standards for Educational and Psychological Testing (1999) and the Michigan definition of bias in testing, as presented in the NES booklet Bias Issues in Test Development.

NES will prepare the necessary support materials for this review, including the comprehensive lists of test objectives; demographic summaries; objective ratings by total group, race, and gender; and similar materials.

Results format. The results of the surveys will be presented in a format that facilitates the reviewers' task. In addition to these summaries, data analyses from the surveys will be available.

Logistics. NES will make necessary arrangements for the BRC meeting, including meeting space, refreshments, and so on. NES will assume all costs associated with the orientation, training, and review activities of the BRC, including the cost of travel, meals, lodging, and substitute teachers, if needed.

BRC Review of Test Items

Purpose. The BRC will be asked to review for potential bias the test items prepared for the fields that were the subject of the content validation survey. Any bias-related concerns raised by the BRC will be presented to the Content Advisory Committees.

Orientation and training. BRC members will be given an overview of the purposes of their review activities and a description of the procedures for the review session. The training will include a description of the structure and function of the test items; the procedures and materials to be used in their review of the test items; and the review criteria to be applied. Committee members will be invited to raise questions during and after the orientation and training session and throughout the review activities.

Materials and procedures. BRC members will be provided with the test frameworks for the test items they will review. They will also be provided with the draft test items and the review criteria to be applied.

Bias Review Committee members will be asked to review the draft test items based on the following criteria:



Content: Does the item contain content that disadvantages a person because of his or her gender, race, nationality, ethnicity, religion, age, disability, or cultural, economic, or geographic background?

Language: Does the item contain language that disadvantages a person because of his or her gender, race, nationality, ethnicity, religion, age, disability, or cultural, economic, or geographic background?

Offense: Is the item presented in such a way as to offend a person because of his or her gender, race, nationality, ethnicity, religion, age, disability, or cultural, economic, or geographic background?

Stereotypes: Does the item contain language or content that reflects a stereotypical view of a group based on gender, race, nationality, ethnicity, religion, age, disability, or cultural, economic, or geographic background?

Diversity: Taken as a whole, do the items include content that reflects the diversity of the Michigan population?

BRC members will independently review each test item with reference to the bias review criteria. They will be asked to note any potential bias in the items. Then, the BRC will meet as a group and reach consensus regarding the need for revisions to any test items. A NES facilitator will record recommendations for revisions in the master copy of the test items. The recommendations of the BRC will be presented to the Content Advisory Committee (CAC) for their consideration. Each CAC will be instructed to address bias-related comments made by the BRC.

Task I-4.6: Conduct Content Review of Validity Study Results and Test Items

The appropriate Content Advisory Committees will be convened for a meeting at which they will review (1) the results of the content validation survey for the test fields that are under review (including any comments made by the BRC) and (2) test items prepared by NES for those test fields (again, with BRC comments). NES anticipates that this typically will be a two-day meeting.

CAC Review of Validity Study Results

Committee review. Following the review activities of the Bias Review Committee, the field-specific Content Advisory Committees will review the results of the content validity study in their test fields.

Purpose. NES will present the results of the survey for the total group of respondents as well as for gender and racial groups. The CAC will review these data for indications of potential bias, as well as for information regarding the perceived relative importance of the objectives. The CAC will also review any concerns raised by the Bias Review Committee.



Process. NES will present the results of the validity study to the Content Advisory Committees. Approximately six weeks before this review, NES will contact the committee members to inform them of the time of the task, its purpose, and the review procedures. Committee members will be oriented to the validity study, validity survey procedures, and procedures for the review itself.

NES will prepare the necessary support materials for this review, including the comprehensive lists of test objectives; demographic summaries; objective ratings by total group, race, and gender; and similar materials.

Logistics. NES will make necessary arrangements for the CAC meeting, including meeting space, refreshments, and so on. NES will assume all costs associated with the orientation, training, and review activities of the CAC, including the cost of travel, meals, lodging, and substitute teachers, if needed.

CAC Review of Test Items

Purpose. Following the review of the draft test items by the Bias Review Committee, the CACs will be asked to review the test items prepared for their fields to help ensure that the content is accurate and appropriate for testing educator certification candidates in Michigan. This review will add to the validation evidence for the MTTC by ensuring that test content is aligned with educational practice in Michigan schools. Bias-related concerns that were raised by the BRC will also be presented to the Content Advisory Committees.

Orientation and training. CAC members will be given an overview of the purposes of their review activities and a description of the procedures for the review session. The training will include a description of the structure and function of the test items; the procedures and materials to be used in their review of the test items; and the review criteria to be applied. Committee members will be invited to raise questions during and after the orientation and training session and throughout the review activities.

Materials and procedures. Committee members will be provided with the test framework for their field, the draft test items, and the item review criteria to be applied. Committee members will be asked to review the draft test items according to the following criteria:

Item Review Criteria

Objective Match

- Does the item measure an important aspect of the objective?
- Is the level of difficulty appropriate for the test program?
- Are the items, as a whole, consistent with the purpose of the MTTC program?



Accuracy

- Is the content accurate?
- Is the correct response accurately identified?
- Are the distractors plausible yet clearly incorrect?
- Is the terminology appropriate?
- Is the item grammatically correct?
- Are the stem and response alternatives clear in meaning?
- Is the wording of the item stem free of clues that point toward the correct answer?
- Is the graphic, if any, accurate and relevant to the item?
- Is all terminology in the item correct and appropriate for Michigan?

Bias

- Is the item free of language or content (including stereotypes) that might potentially disadvantage an individual because of his or her gender, race, nationality, ethnicity, religion, age, disability, or cultural, economic, or geographic background?
- Are the items, as a whole, fair to all individuals regardless of gender, race, nationality, ethnicity, religion, age, disability, or cultural, economic, or geographic background?
- As a whole, do the items include content that reflects the diversity of the Michigan population?

Job-Relatedness

- Is the content job-related?
- Does the item measure content that an educator needs on the job in Michigan schools?
- Does the item measure content that an educator should be expected to know at the entry level (i.e., not learned on the job)?

CAC members will independently review each item with reference to the Item Review Criteria. They will be provided with the recommendations of the BRC for their test field. CAC members will reach consensus regarding the need for revisions. A NES facilitator will record recommendations for revisions in the master copy of the draft test items.

Post-conference revisions. Following the BRC and CAC reviews of the draft test items, NES will incorporate committee revisions as approved by the MDE.



Task I-4.7: Conduct Standard Setting Procedures

Standard setting process. It is critical in licensure and certification testing to set cutscores systematically, in ways that conform to legal and professional guidelines. Standard setting is a judgmental process that gains rigor from the systematic collection and aggregation of informed judgments from raters who understand the content of the test, the expectations for prospective educators, and the process that will be followed to implement final standards.

While the standard setting process involves the consideration of item statistics, the most important element is the professional judgment of the reviewer. It is vital that the raters understand their task, have test-related data and materials that will facilitate the task, and are carefully oriented and trained. NES recommends the following procedures for standard setting, beginning with a process through which raters reconfirm the validity of each test item under review.

Overview of Process

The standard setting process that NES will apply to new MTTC tests is essentially the same process that has been approved for the program by the MDE and the STAC and that has been used since standards were initially set for the program.

Establishing the content validity of the items has been a key component of the entire test development process. During the standard setting process, the professional judgments of educators will again be solicited to further substantiate the validity of the items. Following the completion of field testing, committees of Michigan educators will meet to confirm the content validity of the test materials and to provide judgments that will assist in setting the passing standards for each test field.

The goal of standard setting is to identify standards (passing scores) for each test field that will fairly and reasonably delineate a level of knowledge separating those endorsement candidates who have the minimum content knowledge necessary to begin teaching acceptably in Michigan from those who do not. The standard setting process relies on professional judgments informed by input from Michigan educators who participated as content expert raters. Their judgments are provided to the MDE which sets the passing standards for each test, using guidelines established by the Michigan Board of Education.

Committee Selection and Notification

Content Advisory Committee members who have participated in the review of test objectives and test items will be invited to participate in an Item Validation and Standard Setting Conference, if approved by the STAC. Each committee includes public school educators and teacher educators from various geographical, ethnic, and racial backgrounds, with content-specific expertise in the particular field that they have worked on. If an adequate number of CAC members is not available for standard setting activities, NES will work with the MDE to identify, invite, and make arrangements for similarly qualified Michigan educators to serve on the standard setting panel. Members of the Bias Review Committee who have the appropriate certificate and endorsement will be among those Michigan educators considered for service on a standard setting panel. The minimum number of standard setting raters that will be used to recommend passing standards is typically eight; the target number is twelve.



Orientation and Training

Typically, a representative of the MDE will welcome committee members, provide background information on MTTC legislation and policies, and introduce the NES representatives.

A NES representative will provide background information on program activities completed to date, an overview of the conference goals, and step-by-step training for completion of the item validation and standard setting tasks. The training will include:

- instructions on completing the Personal Information Form, Personal Agreement of Security and Confidentiality, Expense Statement, and Substitute Reimbursement form;
- a description and explanation of the types of materials that will be used during the conference;
- an explanation of procedures for completing the item validation and standard setting tasks; and
- a discussion of the practice exercise.

Each panel member will be provided with a training manual that contains materials describing the conference procedures and review tasks. The manual will include the following items.

- Descriptions of the various conference materials, including the following documents:
 - Test Framework
 - Item Review Booklet
 - Item Statistics Report which includes, for field test data, the sequence number, objective number, correct response, number of examinees responding, percent of examinees responding correctly (p-value), and distribution of responses of each item for which field test data are available.
 - Item Rating Form
 - Item Comment Form



- Description of the item validation rating and standard setting procedures, including:
 - Description (with examples) of how to rate each item with respect to validity
 - Description of how to handle special characteristics of items (i.e., typographical errors, misspelled words, illustrations that need clarification)
 - Instructions on how to indicate the reason(s) for rating an item as Not Valid (relative to four validity criteria), with an example for each criterion
 - Description (with examples) of how to rate each item with respect to standard setting
- Practice materials

The training session will include a review of the training manual. Throughout the training process, committee members will be referred to specific sections of the training manual and will be given opportunities to review their instructions, ask questions, and demonstrate their understanding of the procedures.

When referring to field test data, committee members will be reminded that the field test data should be interpreted with caution. For example, data indicating the percent of examinees responding correctly (p-values) from the field test reflects all examinees, not just minimally competent (or “just qualified”) examinees.

Committee members will then participate in a practice exercise. They will be instructed to read sample items in the training manual and to complete the sample rating form. NES staff will discuss the ratings for each sample item. The sample items will be selected to demonstrate different aspects of the final item validation and standard setting process.

Item Validation Criteria

Committee members will use the following criteria to make the item validation ratings for the tests under their review.

Objective Match

Does the item measure an important aspect of the objective?

Accuracy

Is the content of the item accurate and is there one correct or best answer designated?

Freedom from Bias

Is the item free of language or content that would disadvantage any person because of his or her gender, race, nationality, ethnicity, age, religion, handicapping condition, or cultural, economic, or geographical background?



Job-Relatedness

Does the item measure content knowledge important for the job of a Michigan entry-level educator in this content area?

Making item validation ratings. Committee members will independently review test items and make item validity ratings. An item will be rated valid if it meets the four criteria for item validity presented above: objective match, accuracy, freedom from bias, and job-relatedness. If a committee member judges an item or assignment as not valid, he or she will be asked to indicate the reason(s) for considering the item invalid. Reasons for rating an item not valid include the following:

- the item does not match the objective
- the item is not accurate
- the item is not free of bias
- the item does not measure knowledge important for the job of a Michigan educator

The rater will also be asked to indicate any revision(s) that would make the item valid.

Making standard setting judgments. Committee members will independently review test items and make standard setting judgments. The standard setting approach to be used is based on procedures originally suggested by Angoff (1971); this approach has been approved for the MTTC by the MDE and the STAC. Committee members will be asked to answer the following question for each valid multiple-choice item.

Imagine a hypothetical group of individuals who have the minimum amount of content knowledge to perform the role of a Michigan entry-level educator in this endorsement area. What percent of this group would answer this item correctly?

Committee members will be asked to use the following ten-point scale to make each standard setting rating on multiple-choice items.

1 = 0% - 10%	6 = 51% - 60%
2 = 11% - 20%	7 = 61% - 70%
3 = 21% - 30%	8 = 71% - 80%
4 = 31% - 40%	9 = 81% - 90%
5 = 41% - 50%	10 = 91% - 100%

Constructed-Response Items

NES will use a similar procedure for the item validation and standard setting of constructed-response items. Raters will receive the actual constructed-response item assignments and sample responses from the field test representing each score point on the scoring scale. They will be asked to judge, based on the items and sample responses, which point on the scale represents the level of performance needed by entry-level educators to perform the job of an educator in Michigan.



A secondary task for raters on tests that contain constructed-response items is to recommend the weighting of the component sections of the test (i.e., multiple-choice and constructed-response components) for scoring purposes.

Item Validation and Standard Setting Results

Results of the item validation and standard setting ratings will be compiled from the committee members’ individual ratings. An item will be considered valid if the percentage of raters rating the item as “valid” is at least 61 percent. Only items meeting this criterion will be used as scorable on MTTC test forms. Items not meeting this criterion will be deleted from the item bank; if they appear on a test form before this can occur, they will be designated as nonscorable.

The committee-based preliminary minimum passing score will be calculated for each test field by summing the median standard setting ratings for the scorable set of valid items.

Determining Passing Standards

NES will provide the MDE with the results of the standard setting activities. The MDE and STAC members will review the standard setting results and approve a final minimum passing score for the initial test form for each test field, using guidelines from the Michigan Board of Education. Revised passing scores were implemented at the appropriate test administration, as determined by the MDE.

Differential Item Functioning

Prevention of bias and avoidance of differential item functioning, in which test items function differently for different groups of examinees, is a continuous concern during test development. NES uses ongoing bias review procedures during objective and item development to prevent the introduction of potential bias into the MTTC tests. These procedures are discussed in detail elsewhere in this proposal.

When data are available, NES will use statistical measures of differential item functioning during test development to identify test items that merit further inspection for potential bias. The measures of differential item functioning that NES currently uses in the MTTC include classical item analyses and the Mantel-Haenszel approach.

Typically, test items “flagged” through these techniques are reviewed by the MDE, NES, and/or the Bias Review Committee and may be revised, deleted, or left as is, depending on what is found in the content and language of the item. Thus, the process used to control differential item functioning entails statistical identification and judgmental review.



The use of such statistical techniques, which has been approved by the Standing Technical Advisory Council, is appropriate only for tests in which there are sufficient numbers of examinees in the groups of interest to yield trustworthy statistics. In tests with small numbers of examinees, NES relies on the judgments of reviewers, aided by statistical arrays such as response distributions for multiple-choice items, to inspect and consider the test items in light of examinee performance.

Managing Examination Time

Current system. Two four-hour sessions are offered on test administration dates. NES assigns examinees to test sessions based on (a) the configuration of tests for which they wish to register and (b) availability of rooms, proctors, and required accommodations.

The key principle in assigning examinees to sessions is test security. The Basic Skills Test, which includes a constructed-response item (the writing sample) can be taken only during the morning session, and if an examinee wishes to take it, the entire four-hour session must be devoted to that single examination. Any additional examinations (up to two) that the registrant wishes to take must be taken during the afternoon session. Similarly, the Spanish test, currently the only other test with constructed-response items, can be taken only during the afternoon session, and if an examinee wishes to take it, the entire four-hour session must be devoted to that single examination. Any additional examinations (up to two) that the registrant wishes to take must be taken during the morning session.

Test security. This policy supports the security of the administration because no examinee taking the Basic Skills Test and/or the Spanish test can communicate the content of the constructed-response item(s) to another examinee in time for the examinee to benefit from knowing the content of the performance assignment. If, for example, the Spanish test were offered at both the morning and the afternoon sessions, examinees who took the test in the morning could communicate with examinees registered for the test in the afternoon, and the security of the constructed-response items would be compromised.

Aside from the two MTTC examinations with constructed-response items, other tests are assigned on a space-available basis, either in the morning or afternoon session. Currently, registrants must accept the assignment that NES makes; a few issues arise when a small number of examinees wish to change their assignment, usually for reasons of increasing convenience, and are unable to do so.

New policy. NES will institute an MDE and STAC-approved policy to accommodate registrant requests for reassignment to a different test session, provided that there is room for the examinee at the requested session and that the security of the administration is not thereby jeopardized. For reasons of security, changes will be made only for tests that do not have a constructed-response component.



Under the new policy, NES will make initial assignments, and examinees will be able to request changes by communicating with NES by telephone. NES will review the requests with the MDE on a case-by-case basis, and if the MDE approves a requested change, NES will make the change and communicate it to the registrant. Upon acceptance of the new arrangement by the registrant, NES will prepare a new Admission Ticket and make all necessary changes in examinee rosters, seat assignments, materials inventories, and shipping instructions and lists.

Validation Standards

NES will meet or exceed the validation standards presented in the RFP on pages 42 and 43, as specified below. More detailed discussion of most of these points may be found in the relevant sections of this proposal.

a. Validation Procedures for Adopted Tests

For this contract, NES intends to develop new tests, to the extent feasible, using test items written expressly for the MTTC. In any cases in which test items or entire tests are “adopted” from other testing programs with similar characteristics, NES will certify that the test items were developed originally through a development process that paid due attention to validation, including the use of a job analysis survey, review of test content by content and bias reviewers, and analysis of test item data from field testing and/or operational testing.

b. Bias Review and Analysis

NES describes its bias review procedures in detail in other sections of this proposal. The MTTC Bias Review Committee, which is a standing committee that has worked on the MTTC since its inception, will review test content, test objectives, test items, and other test materials and processes, with the authority to make revisions and deletions and to introduce new content and/or wording to meet the goals of bias prevention and equity inclusion.

The criteria used by the Bias Review Committee in their reviews have been reviewed and approved by the MDE and the STAC, and are in compliance with the guidelines published in the most recent (1999) edition of the *Standards for Educational and Psychological Testing* published by the American Educational Research Association, American Psychological Association, and National Council on Measurement in Education.

c. Basic Skills Test Validation

The Basic Skills Test that NES will redevelop for the MDE during this contract period will be developed from scratch, with new objective development, new item development, and thorough validation procedures. The development and validation processes for this test are described elsewhere in this proposal.



d. Job Analysis Survey

The process of test development that NES proposes is based on establishing a link between test content and (a) statutory, regulatory, and policy materials of the State of Michigan; (b) the job of an educator in Michigan public schools; and (c) the content of educator preparation programs. The first link is established through correlation of the test content with Michigan documents and resources; the second and third links are established through the ongoing participation of the Content Advisory Committee and Bias Review Committee (which include classroom educators and college faculty) and the conduct of a content validation survey (job analysis survey) of practicing, certificated classroom educators and educator preparation program faculty.

e. Consistency around the Cutscore

During test development, the item analysis for tests that justify it (i.e., tests with adequate numbers of examinees) will be adjusted, with the approval of the MDE and the STAC, to include a measure of decision consistency, which focuses on the reliability of pass-fail decisions by measuring classification error.

A number of statistical techniques have been devised for measuring the consistency (i.e., reliability) of test scores; the choice of a specific index to use is based on the characteristics, precision, and practicability of each index. The indices recommended by NES for consideration include several designed for single-test estimation of total test scores and/or for tests comprising constructed-response items and multiple-choice items.

Each statistical procedure potentially provides different information about the reliability of the tests. The statistical procedure that NES has used in the MTTC thus far is the Kuder-Richardson index of item homogeneity, which is generally applicable to tests composed of multiple-choice items. For tests that include both multiple-choice items and constructed-response items, NES has used Stratified Coefficient Alpha. And for measuring decision consistency, we have used Livingston's K^2 for tests containing multiple-choice items only, and Subkoviak's $P(0)$ for tests containing both multiple-choice items and constructed-response items.

A brief description of these reliability measures follows.

The Kuder-Richardson Index of Item Homogeneity is an overall test consistency (reliability) estimate based on a single test administration. It is generally applicable to tests composed of multiple-choice items. Homogeneity refers to the degree to which the items on the test are consistent with one another. KR-20 is a special case of Stratified Coefficient Alpha (see below) and as such can be considered the lower bound of a theoretical reliability coefficient.

Stratified Coefficient Alpha is a single test estimate of total test reliability for a test containing both multiple-choice and constructed-response items.



Livingston KSQ (K^2) is an estimate of the consistency (reliability) of the test scores with respect to the section cutscore, the "passing score" for the multiple-choice section of a test. This information is typically provided only for tests taken by 100 or more examinees.

Subkoviak P(0) is a single test estimate of the test–retest consistency (reliability) of classification decisions. This information is typically provided only for tests taken by 100 or more examinees. Decision consistency for a total test (including both multiple-choice items and constructed-response items) is expected to be higher than the reported P(0) figure for the multiple-choice section because additional information from the constructed-response items is included in actual classification decisions.

In deciding on policies and procedures for measuring consistency around the cutscore, NES will rely on the advice of its technical advisors, Dr. Ronald Berk and Dr. Robert Brennan, and on the guidance of the Standing Technical Advisory Council.

f. Adjusting Cutscores

The process of standard setting that NES applies to the MTTC has always included an estimate of the standard error. The standard error has been used as a consistent adjustment factor, as directed by the Michigan State Board of Education, in determining the final cutscore based on the panel-recommended cutscore produced by the standard setting process.

NES will comply with the policy of the MDE and the Michigan Board of Education in establishing cutscores for newly developed and/or existing MTTC tests. The stipulation in the RFP regarding a limitation of the adjustment of the cutscore for a maximum of two years will be adopted as directed by the MDE.

TASK I-5 Administrative/Logistical Support

Introduction

NES and the MDE have worked together to build an effective testing program for the State of Michigan. The MTTC has been designed to improve the quality of education in Michigan by helping to verify that prospective public school educators have the knowledge and skills to perform acceptably on the job. A key goal of the testing program has been to create job-related, equitable assessments in each endorsement field. To accomplish this goal, NES has involved Michigan educators substantively in test development as members of the Bias Review Committee and the various subject area Content Advisory Committees.

Logistics. NES will make necessary arrangements for the BRC and CAC meetings, including meeting space, refreshments, and so on. NES will assume all costs associated with the orientation, training, and review activities of the committees, including the cost of travel, meals, lodging, and substitute teachers, if needed.



Bias Review Committee

Purpose. The MTTC Bias Review Committee (BRC), selected by the MDE, includes Michigan teachers and teacher educators. The BRC is a standing committee that was formed in 1991 during the initial development of the MTTC program. The BRC is charged with the responsibility of reviewing major test materials to ensure that they are free from bias and reflective of the diversity of the Michigan population.

Members. To identify potential BRC members, the MDE sent nomination forms to public school districts and institutions of higher education with approved teacher preparation programs in Michigan. Upon receipt of nominations, the MDE approved a list of educators who could provide representation of both public school teachers and teacher educators, representation of educators from across the state, and representation of diverse groups of educators.

At this time, NES will work with the MDE to review the current membership of the Bias Review Committee and identify potential new members. In particular, it appears to be advisable to increase the representation of community college faculty members on the committee.

BRC meetings. The Bias Review Committee has been involved, and for new test development will be involved, in the review of (a) proposed test objectives and their associated descriptive statements; (b) content validation survey results; and (c) draft test items. Before each BRC meeting, the MDE and NES will invite the BRC members to attend the review session. The invitation letter will provide background information on the MTTC program, describe the responsibilities of the BRC, and explain the logistics of the review conference.

The descriptions below of each of these review meetings summarize the key features of each meeting. Such meetings occur whenever new tests are developed. The process described below will be the basis for the procedures applied to BRC review meetings under the new contract.

BRC Review of Test Objectives

When tests are developed for the MTTC, the BRC conducts a review of the test objectives to verify that they are free of potential bias and generally reflective of the diversity of the Michigan population.

Conference introduction. At the conference, the MDE will provide an overview of the background, purpose, and policies of the MTTC program. NES will orient and train committee members for the review task, facilitate the conference, and record the recommendations of the BRC in master copies of the review materials.

Orientation and training. BRC members will be given an overview of the purposes of their review activities and a description of the procedures for the review session. The training will include a description of the structure and function of the subareas, objectives, and descriptive statements; the procedures and materials to be used in their review of the test frameworks; and the review criteria to be applied. Committee members will be invited to raise questions during and after the orientation and training session and throughout the review activities.



Materials and procedures. Before the conference, NES will send each BRC member a copy of the NES booklet *Bias Issues in Test Development*, which outlines issues that relate to bias reviews of test materials. They will be asked to bring this booklet to the meeting and to refer to it, as necessary, during their reviews. Extra copies of this booklet will be available at the conference. The BRC members will also be given the draft test frameworks (including test objectives and descriptive statements) for the fields that they are to review.

Review criteria. Committee members will be asked to review the test objectives based on the following criteria:

Content: Does any element of the objectives or descriptive statements contain content that disadvantages a person because of her or his gender, race, nationality, ethnicity, religion, age, disability, or cultural, economic, or geographic background?

Language: Does the language used to describe any element of the objectives or descriptive statements disadvantage a person because of her or his gender, race, nationality, ethnicity, religion, age, disability, or cultural, economic, or geographic background?

Offense: Is any element of the objectives or descriptive statements presented in such a way as to offend a person because of her or his gender, race, nationality, ethnicity, religion, age, disability, or cultural, economic, or geographic background?

Stereotypes: Does any element of the objectives or descriptive statements contain language or content that reflects a stereotypical view of a group based on gender, race, nationality, ethnicity, religion, age, disability, or cultural, economic, or geographic background?

Diversity: Does the list of objectives and descriptive statements permit appropriate inclusion of content that reflects the diversity of the Michigan population?

Process. BRC members will review each subarea, objective, and descriptive statement with reference to the bias review criteria. They will reach consensus regarding the need for revisions. A NES facilitator will record their recommendations for revisions in the master copy of each test framework. The recommendations of the BRC will be presented to the appropriate Content Advisory Committee (CAC) for their consideration. Each CAC will be instructed to address bias-related comments made by the BRC.

Follow-up. Following the reviews by the Bias Review Committee and Content Advisory Committee, NES incorporated revisions into the frameworks, as approved by the MDE. The revised test objectives were prepared for the content validation survey.

BRC Review of Content Validation Survey Results

NES will present the results of the content validation survey to the BRC, including the results for the total group of respondents as well as for gender and racial groups. The BRC will review these data for indications of potential bias. They will also review a summary of bias-related comments provided by content validation survey respondents. Their concerns will be presented to the Content Advisory Committees.



Conference introduction. At the conference, the MDE will welcome the members of the Bias Review Committee and provide an overview of the background, purpose, and policies of the MTTC program. NES will orient and train committee members for the review task, facilitate the conference, and record the recommendations of the BRC.

Orientation and training. BRC members will be given an overview of the purposes of their review activities and a description of the procedures for the review session. The training will include a description of the survey instrument and participants; the procedures and materials to be used in their review of the survey results; and the review criteria to be applied. Committee members will be invited to raise questions during and after the orientation and training session and throughout the review activities.

Materials. NES will prepare the necessary support materials for this review, including the comprehensive lists of test objectives; demographic summaries; objective ratings by total group, race, and gender; and similar materials.

Process. NES will present the results of the validity study to the Bias Review Committee. The presentation will include a summary of the methods and procedures used in the survey and an indication of the fields and/or test objectives that will be the subject of the review activities. The focus of the review will be on objectives that received significantly different importance ratings from different groups within the participant sample.

Committee members will discuss the results and formulate recommendations regarding the use of the objectives, including objectives flagged for review. The MDE will make final determinations regarding the recommendations of the BRC.

Results format. The results of the surveys will be presented in a format that facilitates the reviewers' task. A sample form presenting validation survey results in a clear format is presented under Task I-4.5. In addition to these summaries, data analyses from the surveys will be available.

BRC Review of Test Items

When test items are drafted to correspond to the committee-reviewed test objectives (which will also have been reviewed by the relevant Content Advisory Committee and submitted to a content validation survey), the Bias Review Committee will be convened to review the draft test items. Again, the overall purpose is to ensure that the test items that will be used in the MTTC are free of potential bias and generally reflective of the diversity of the Michigan population.

Conference introduction. At the conference, the MDE will provide an overview of the background, purpose, and policies of the MTTC program. NES will orient and train committee members for the review task, facilitate the conference, and record the recommendations of the BRC in master copies of the review materials.



Orientation and training. BRC members will be given an overview of the purposes of their review activities and a description of the procedures for the review session. The training will include a description of the structure and function of the test items; the procedures and materials to be used in their review of the test items; and the review criteria to be applied. Committee members will be invited to raise questions during and after the orientation and training session and throughout the review activities.

Materials and procedures. BRC members will be provided with the test frameworks for the test items they are to review. They will also be provided with the draft test items and the review criteria to be applied.

Review criteria. Bias Review Committee members will be asked to review the draft test items based on the following criteria:

Content: Does the item contain content that disadvantages a person because of his or her gender, race, nationality, ethnicity, religion, age, disability, or cultural, economic, or geographic background?

Language: Does the item contain language that disadvantages a person because of his or her gender, race, nationality, ethnicity, religion, age, disability, or cultural, economic, or geographic background?

Offense: Is the item presented in such a way as to offend a person because of his or her gender, race, nationality, ethnicity, religion, age, disability, or cultural, economic, or geographic background?

Stereotypes: Does the item contain language or content that reflects a stereotypical view of a group based on gender, race, nationality, ethnicity, religion, age, disability, or cultural, economic, or geographic background?

Diversity: Taken as a whole, do the items include content that reflects the diversity of the Michigan population?

Process. BRC members will independently review each test item with reference to the bias review criteria. They will note any potential bias in the items. Then, the BRC will meet as a group and reach consensus regarding the need for revisions to any test items. A NES facilitator will record recommendations for revisions in the master copy of the test items.

The recommendations of the BRC will be presented to the Content Advisory Committee (CAC) for their consideration. Each CAC will be instructed to address bias-related comments made by the BRC.

Follow-up. Following the reviews by the Bias Review Committee and Content Advisory Committee, NES incorporated revisions into the test items, as approved by the MDE. The revised test items were prepared for field testing.



Content Advisory Committees

Purpose. The MTTC Content Advisory Committees (CACs), selected by the MDE, include Michigan teachers and teacher educators. The CACs have served the MTTC program since 1991. The CACs have the responsibility of reviewing major test materials to ensure that they are accurate, appropriate for the purposes of the MTTC program, inclusive, free from bias, and related to the job of a Michigan educator.

Members. To identify potential CAC members, the MDE sent nomination materials to selected public school districts, institutions of higher education with approved educator preparation programs, and educational organizations in Michigan. Upon receipt of nominations, the MDE approved a list of educators that included public school teachers and teacher educators from various geographical, ethnic, and racial backgrounds with content-specific expertise in the particular field that they were reviewing.

At this time, NES will work with the MDE to review the current membership of the Content Advisory Committees and identify potential new members. In particular, it appears to be advisable to increase the representation of community college faculty members, as appropriate, on the committees.

CAC meetings. The Bias Review Committee has been involved, and for new test development will be involved, in the review of (a) proposed test objectives and their associated descriptive statements; (b) content validation survey results; and (c) draft test items, and (d) in the process of recommending passing standards for the tests. Before each CAC meeting, the MDE and NES will invite the CAC members to attend the review session. The invitation letter will provide background information on the MTTC program, describe the responsibilities of the CAC, and explain the logistics of the review conference.

The descriptions below of each of these review meetings summarize the key features of each meeting. Such meetings occur whenever new tests are developed. The process described below will be the basis for the procedures applied to CAC meetings under the new contract.

CAC Review of Test Objectives

When tests are developed for the MTTC, the CAC for the test area in question conducts a review of the test objectives to verify that they are generally appropriate for their intended purpose in Michigan: to verify that candidates for certification have the knowledge and skills they will need to serve as public school educators in Michigan.

Conference introduction. At the conference, the MDE will provide an overview of the background, purpose, and policies of the MTTC program. NES will orient and train committee members for the review task, facilitate the conference, and record the recommendations of the CAC in master copies of the review materials.



Orientation and training. CAC members will be given an overview of the purposes of their review activities and a description of the procedures for the review session. The training will include a description of the structure and function of the sub areas, objectives, and descriptive statements; the procedures and materials to be used in their review of the test frameworks; and the review criteria to be applied. Committee members will be invited to raise questions during and after the orientation and training session and throughout the review activities.

Materials and procedures. The CAC members will be given the draft test frameworks (including test objectives and descriptive statements) for the fields that they are to review. The members of each committee will be asked to read the test framework (including sub areas, objectives, and descriptive statements) to become familiar with its structure. Committee members will be asked to review the test framework and objectives based on the following criteria:

Framework review criteria. The following criteria apply to the materials at the whole-framework level:

Program Purpose

- Is the framework consistent with the purpose of the MTTC (i.e., to determine whether prospective teachers have the knowledge and skills to perform the job of an educator in Michigan?)

Organization

- Is the framework organized in a reasonable way?
- Are the sub area headings accurate and do they clearly describe the content?

Inclusiveness

- Is the content of the framework complete?
- Does the framework reflect the knowledge and skills an educator should have in order to teach the content?
- Is there any content that should be added?

Objective review criteria. The following criteria apply to the materials at the objective level:

Significance

- Do the objectives describe knowledge and skills that are important for educators to have?



Accuracy

- Do the objectives accurately reflect the content as it is understood by educators in the field?
- Are the objectives stated clearly and accurately, using appropriate terminology?

Freedom from Bias

- Are the objectives free from elements that might potentially disadvantage an individual because of her or his gender, race, nationality, ethnicity, religion, age, disability, or cultural, economic, or geographic background?

Job-Relatedness

- Do the objectives cover important knowledge and skills that an educator should have in order to perform the job of a Michigan educator?

Process. CAC members will review each sub area, objective, and descriptive statement with reference to the review criteria. They will also review the recommendations that the BRC members have provided for their field. They will reach consensus regarding the need for revisions. A NES facilitator will record their recommendations for revisions in the master copy of each test framework.

Follow-up. Following the reviews by the Bias Review Committee and Content Advisory Committee, NES incorporated revisions into the frameworks, as approved by the MDE. The revised test objectives were prepared for the content validation survey.

CAC Review of Content Validation Survey Results

NES will present the results of the content validation survey to the CAC. The CAC will review these data for indications that certain objectives may not be job-related. They will also review a summary of comments provided by content validation survey respondents, especially comments relating to potentially omitted content that should be included on the test.

Conference introduction. At the conference, the MDE will welcome the members of the Content Advisory Committee and provide an overview of the background, purpose, and policies of the MTTC program. NES will orient and train committee members for the review task, facilitate the conference, and record the recommendations of the CAC.

Orientation and training. CAC members will be given an overview of the purposes of their review activities and a description of the procedures for the review session. The training will include a description of the survey instrument and participants; the procedures and materials to be used in their review of the survey results; and the review criteria to be applied. Committee members will be invited to raise questions during and after the orientation and training session and throughout the review activities.

Materials. NES will prepare the necessary support materials for this review, including the comprehensive lists of test objectives; demographic summaries; objective ratings; and similar materials.



Process. NES will present the results of the validity study to the Content Advisory Committee. The presentation will include a summary of the methods and procedures used in the survey. The focus of the review will be on objectives that received mean importance ratings lower than the predetermined criterion level (e.g., 3.0).

Committee members will discuss the results and formulate recommendations regarding the use of the objectives, including objectives flagged for review. The MDE will make final determinations regarding the recommendations of the CAC.

CAC Review of Test Items

When test items are drafted to correspond to the committee-reviewed test objectives (which will also have been reviewed by the Bias Review Committee and submitted to a content validation survey), the Content Advisory Committee will be convened to review the draft test items. Again, the overall purpose is to ensure that the test items that will be used in the MTTC are appropriate for the purposes of the MTTC program.

Conference introduction. At the conference, the MDE will provide an overview of the background, purpose, and policies of the MTTC program. NES will orient and train committee members for the review task, facilitate the conference, and record the recommendations of the CAC in master copies of the review materials.

Orientation and training. CAC members will be given an overview of the purposes of their review activities and a description of the procedures for the review session. The training will include a description of the structure and function of the test items; the procedures and materials to be used in their review of the test items; and the review criteria to be applied. Committee members will be invited to raise questions during and after the orientation and training session and throughout the review activities.

Materials and procedures. CAC members will be provided with the test frameworks for the test items they are to review. They will also be provided with the draft test items and the review criteria to be applied.

Review criteria. Content Advisory Committee members will be asked to review the draft test items based on the following criteria:

Objective Match

- Does the item measure an important aspect of the objective?
- Is the level of difficulty appropriate for the test program?
- Are the items, as a whole, consistent with the purpose of the MTTC program?



Accuracy

- Is the content accurate?
- Is the correct response accurately identified?
- Are the distractors plausible yet clearly incorrect?
- Is the terminology appropriate?
- Is the item grammatically correct?
- Are the stem and response alternatives clear in meaning?
- Is the wording of the item stem free of clues that point toward the correct answer?
- Is the graphic, if any, accurate and relevant to the item?
- Is all terminology in the item correct and appropriate for Michigan?

Bias

- Is the item free of language or content (including stereotypes) that might potentially disadvantage an individual because of his or her gender, race, nationality, ethnicity, religion, age, disability, or cultural, economic, or geographic background?
- Are the items, as a whole, fair to all individuals regardless of gender, race, nationality, ethnicity, religion, age, disability, or cultural, economic, or geographic background?
- As a whole, do the items include content that reflects the diversity of the Michigan population?

Job-Relatedness

- Is the content job-related?
- Does the item measure content that an educator needs on the job in Michigan schools?
- Does the item measure content that an educator should be expected to know at the entry level (i.e., not learned on the job)?

Process. CAC members will independently review each test item with reference to the item review criteria. They will also be provided with the recommendations of the BRC for their test field. Then, the CAC will meet as a group and reach consensus regarding the need for revisions to any test items. A NES facilitator will record recommendations for revisions in the master copy of the test items.

Follow-up. Following the reviews by the Bias Review Committee and Content Advisory Committee, NES incorporated revisions into the test items, as approved by the MDE. The revised test items were prepared for field-testing.



CAC Participation in Standard Setting

Content Advisory Committee members will also participate in the Item Validation and Standard Setting Conference described under Task I-4.7. Committee members will receive orientation and training in their validity verification and standard setting activities.

Review criteria. In reviewing the test materials that they will receive, the committee members will apply the following criteria.

Objective Match

Does the item measure an important aspect of the objective?

Accuracy

Is the content of the item accurate and is there one correct or best answer designated?

Freedom from Bias

Is the item free of language or content that would disadvantage any person because of his or her gender, race, nationality, ethnicity, age, religion, handicapping condition, or cultural, economic, or geographical background?

Job-Relatedness

Does the item measure content knowledge important for the job of a Michigan entry-level educator in this content area?

The committee members will judge the validity of each test item and then will proceed to the standard setting process. In this process, described in detail in Task I-4.7, committee members render standard setting judgments for the multiple-choice items and the constructed-response items (if any) on the test form.

The recommendations of the CACs engaged in standard setting form the basis for the passing standards that go into effect when the new test is implemented. It is expected that the Content Advisory Committees will be convened again in two years when the initial standards are to be reviewed and potentially modified.

Composition of Content Advisory Committees

The Content Advisory Committees will be constituted as directed by the MDE. The criteria stated on page 44 of the RFP will be met. Specifically, the Content Advisory Committees for the Basic Skills Test and any new content area tests to be developed will be based on these guidelines:

- At least 40 percent of the members will be Michigan certified classroom teachers holding an appointment or teaching assignment in an appropriate certificate title.



- At least 40 percent of the members will be Michigan college/university faculty involved in the education of prospective teachers in appropriate content and professional preparation areas.
- Up to 20 percent of the members may be other Michigan professionals or community college faculty with appropriate content area backgrounds and/or training or experience in examination development and validation.
- Each committee will represent the general geographic composition of Michigan, including the Upper Peninsula.
- Michigan content leaders and/or other certified teachers and faculty may participate in the committees by direct invitation, with the approval of the MDE.

Notifications and Logistics

NES will manage the logistics of committee meetings, including notification of the MDE of such meetings, provision of necessary information and materials to committee members, and payment of expenses, at prevailing MDE rates, for training, travel, per diems, meals, and lodging, and for reimbursement of substitute teacher’s fees for K-12 teachers on the committees.

Committee Involvement in New Tests and Items

The Content Advisory Committees will be involved in tests that are newly developed or redeveloped under this contract, as needed. Committee members will be involved in decisions regarding the inclusion of constructed-response items, the number of items to be used, the scoring criteria for such items, the weighting of the items relative to multiple-choice sections of the test, steps to ensure inter-rater agreement, and the implications of constructed-response items on standard setting. An indication of the instructions that NES will provide to the Content Advisory Committees is presented in the sections of this proposal that deal with committee review meetings.

Arrangements and Expenses

NES will be responsible for all arrangements and expenses necessary to involve Michigan educators and professionals in the examination selection and/or development and validation process and ongoing program reviews.



TASK I-6 Test Revisions

Overview

Since the beginning of the Michigan Test for Teacher Certification in 1991, NES has worked closely with the MDE and Michigan educators to introduce changes into the program to reflect changes in the Michigan educational environment. Whether those changes were induced by statutory, regulatory, or policy developments, NES has been flexible and responsive in working to keep the MTTC up-to-date and valid.

Michigan enjoys a dynamic educational environment. The Entry-Level Standards for Michigan Teachers have recently been introduced, the Michigan Curriculum Framework for K-12 Education has just become fully operational, there is a new report of the Ensuring Excellent Educators Task Force that suggests further changes, and other initiatives relating to such ever-changing fields as technology are stirring in the background.

It is the responsibility of a state certification-testing program to remain current and state-of-the-art, and it is the responsibility of the contractor providing development and implementation services to that program to help the state achieve that goal.

Updating Policies

Basic Skills Test. NES will redevelop anew the Basic Skills Test, including a new test framework, test items, and standard setting process. Further, NES will refresh the items on the Basic Skills Test on a regular basis during the course of the contract; beginning after the Basic Skills Test is redeveloped. NES will review the item bank and identify test items that have been administered more than a predetermined number of times. This maximum number of administrations on which an item may appear before it is retired will be agreed upon in collaboration with the MDE.

NES recommends that retired Basic Skills items be considered for readmission to active use following two years as a way to ensure that the item bank remains large. It is the substantial size of the Basic Skills item bank that supports the ability to change the test form after every administration.

Other tests. The updating policy for the subject area tests in the MTTC will take account of the following factors.

- High-incidence tests, such as the English test and Elementary Education test, should be reviewed annually for possible revision. Such tests are exposed to large numbers of examinees each year, and are thus susceptible to security risks. Accordingly, high-incidence tests are considered for revision and updating every year. Typically, such tests merit substantial item renewal and turnover, with accompanying operational field-testing.



- Tests that must reflect a current view of a changing world (e.g., the History test, the Geography test) must be reviewed regularly to ensure that their content has not become outdated. Revisions to correct tests of this sort are typically minor and operate at the item level, with associated operational field-testing.
- Tests in comparatively volatile academic areas, such as the Physics test or the Reading test may require modification to keep up with scholarly and research developments. Revisions to such tests may involve more than item-level changes; whole test objectives may have to be revised, deleted, or added. This sort of revision also entails a new content validation survey, field-testing, and standard setting activities.
- New test item formats may become desirable in some fields, such as the inclusion of constructed-response items on more of the foreign language tests in the MTTC. This sort of revision typically involves the addition of test items and one or more test objectives. In fact, a new test framework may be required. The level of effort in such a revision is comparatively high, since a new content validation survey is often called for, and a new standard setting procedure that takes into account the existence of different item types must be undertaken.
- State rules, standards, certification, and instructional policies may change, and the MTTC must be flexible enough to keep up with such changes. The state may soon choose to have a pedagogy test, and the increasingly stringent Michigan requirements relating to technology may cause other tests to be changed. Such changes may be quite comprehensive, even entailing the development of entirely new tests. The testing program and its contractor must be ready to respond to this sort of need promptly in order to maintain the relevance of the testing program.

Continuous review. The MTTC is reviewed formally every year, and informally it is reviewed continuously. The MDE and NES are close collaborators, and NES has formed good working relationships with many Michigan institutions of higher education and school systems. The result of this contact is a constant awareness at NES of the dynamics of the educational system in Michigan. We are committed to ensuring that the MTTC remains the vital program it is intended to be.

Revision criteria. Rather than specify a set of rules or guidelines for modifying tests in the program, NES works flexibly with the Department to determine the priority of test development, redevelopment, and revision work. NES has maintained its commitment to developing four to six tests per year, and has in fact exceeded that number to meet the Department's needs. NES will continue to provide revision services in this way.



TASK I-7 Test Security During Development Sessions

Integrated approach to security. NES understands the importance of maintaining strict security during item development, as well as at all other phases of test development. Security is an integral part of all our procedures at NES. We do not have a separate “test security” department or one individual who is responsible for the security of our tests and related materials. There is not just a single point in a project when we deal with security. Rather, security is woven into the fabric of all our operations and activities. It is everyone’s responsibility all of the time.

Test security is of paramount importance in a high-stakes testing program because security affects the validity of test scores and the value of test information. Only with stringent security procedures can a testing program ensure that the information provided is truly accurate and appropriate. NES has an excellent record of success. Our clients, review committees, and test administrators are very positive about our security procedures and our implementation of those procedures. We take numerous steps to ensure test security and we follow up immediately and aggressively on any possible breaches of security.

Security during development. NES focuses on the security of test materials not only during test administrations (where extensive security precautions are taken to safeguard materials and guard against cheating), but also during test development. Test security during test development entails careful control of materials while they are under development on NES premises; during committee and panel meetings; and while the materials are being field tested. Procedures that NES uses during these three aspects of test development are summarized below.

Security on NES Premises

- NES employees sign oaths of confidentiality upon gaining employment at NES.
- The NES physical plant includes areas that are designated as test secure areas; access to these areas is restricted.
- NES employees wear proximity-type security badges that are a key element of electronic access to NES buildings. Badge accesses are connected to a central computer that monitors the building’s entrances, exits, and secure areas constantly. Employees and visitors have access only to portions of the building that they must enter to perform their duties.
- All NES offices are locked at night, and access to keys (which may not be duplicated and are designed to foil reproduction) is strictly limited.
- NES test secure materials are kept locked in secure locations overnight and when not in use.
- All reproduction and packing of test secure materials is done in secure locations of the NES buildings.
- Fireproof and tamper-resistant safes are used to store master documents that are highly test secure.



- NES electronic files that are used in test development are password-protected; electronic files that are state-approved and final are double password-protected.
- Visitors to NES buildings are checked at the door, issued temporary visitor badges of a conspicuous design, and made to sign in. If they are to work with test secure materials (e.g., as consultants), they must sign confidentiality agreements.
- The NES headquarters is protected by multiple levels of electronic security, including a perimeter system that protects points of entry, glass breaks at all windows, and motion detection sensors throughout the building. This system is monitored 24 hours a day by a professional security service.
- The NES headquarters uses a state-of-the-art color digital camera security system that monitors entrances, exits, and sensitive areas. Camera images are stored digitally for rapid retrieval. A prominent computer monitor in the main lobby displays camera output to make visitors aware of the existence of the system.
- Because of its vulnerability to security breaches, the NES headquarters building uses no wireless technology. Periodic wireless sweeps inside and outside the building ensure that no wireless transmissions are entering or leaving the building.

Security During Meetings

- During meetings (e.g., Bias Review Committee and Content Advisory Committee meetings), test secure materials travel to the meeting site via secure carrier, are kept locked and under surveillance during transport, are signed over to NES personnel during the meeting, and are not left unattended in the hotel in which the meeting takes place.
- During meetings, meeting participants sign confidentiality agreements.
- During meetings, materials are closely inventoried before distribution and are collected and guarded during breaks.
- During meetings, materials are inventoried again before attendees are dismissed.
- Following meetings, materials are transported back to NES via secure carrier.



Security During Field Testing

- During field tests, test secure materials travel to the field test site securely, are kept locked and under surveillance during transport, are in the custody of NES personnel during the field test, and are not left unattended at the site at which the field test takes place.
- During field tests, field test participants agree to keep the materials confidential and to return them when finished.
- During field tests, materials are closely inventoried before distribution and are collected and guarded during breaks.
- During field tests, materials are inventoried again before participants may leave.
- Following field tests, materials are transported back to NES securely.



PHASE TWO

TEST ADMINISTRATION AND REPORTING MATERIALS

II-C VENDOR RESPONSES TO TASKS AND STANDARDS REQUIRED (EXCERPTS)

The following tasks, to be provided by the Contractor, are addressed in detail as follows:

TASK II-1. Produce Test Administration Plan

Task II-1.1: Produce Test Administration Plan

NES has administered the MTTC program for the MDE since 1992, and we will begin the new contact by meeting with the MDE, specifying any needed or desired changes in test administration policy, and preparing a Test Administration Planning Document to summarize administration-related tasks. We understand Michigan’s needs with respect to the MTTC, and we have responded to them proactively over the years of the contract and made adjustments whenever necessary to benefit and strengthen the program. The policy issues we will discuss with the MDE, at a planning meeting in Michigan include:

- | | |
|--|-----------------------------------|
| (a) number of test forms, | (l) missing administrations, |
| (b) equating, | (m) refunds, |
| (c) scaling, | (n) postponed tests, |
| (d) reporting, | (o) policies concerning cheating, |
| (e) registration application
demographic questions, | (p) test schedule, |
| (f) application format, | (q) guessing policy, |
| (g) fees, | (r) rescoring, |
| (h) fee waiver policy, | (s) supplementary score reports, |
| (i) religious holidays, | (t) confidentiality of scores, |
| (j) individuals with handicapping
conditions, | (u) site selection, |
| (k) changing tests or centers, | (v) eligibility determination |
| | (w) late registration, and |
| | (x) emergency registration. |



NES understands, as does the MDE, the importance of detailed planning and the intelligent use of prior experience in preparing for high-stakes test administrations. The contractor selected for the MTTC program must have the requisite expertise to prepare for:

- the logistics involved in selecting and arranging for suitable sites,
- registering, administering tests to, and providing score reports for more than 20,000 candidates per year at four (4) regularly scheduled test administrations,
- producing comparable forms of multiple tests, and
- accommodating the variation in the number of tests taken at an administration by a candidate.

Following the meeting, NES will document decisions in a final Administration Planning Document to be submitted for the approval of the MDE.

Project control. NES repeats its understanding that we will be working under the contractual direction of the MDE. Further, products developed specifically for this program will be the property of the State of Michigan and the Michigan Department of Education.

Task II-1.2: Prepare Internet Registration System

The Internet has opened up new opportunities to enhance testing programs and to benefit candidates, institutions of higher education, and state certification agencies. One key area of opportunity is the ability to register candidates online, via the Internet. This opportunity affords the convenience and access that candidates wish; they can access the registration process, complete electronic forms, make their payments by secure credit card transactions, and receive confirmatory information via e-mail.

The challenge to the testing program and its contractor is devising sound, unobtrusive ways to provide this enhanced access and convenience while still maintaining the stringent test security that a high-stakes testing program must have. NES has had considerable experience in doing precisely this: We have implemented online registration systems in several major and complex educator certification testing programs, including those of California, New York State, Illinois, Oklahoma, Massachusetts, and Texas, and we have designed effective means of providing great accuracy and convenience as well as safeguards to prevent unauthorized access to confidential information.

In recent months, NES has been developing, under the guidance of the MDE, an Internet Registration System for the MTTC. We will continue development and refinement of this system, which is expected to be operational in the Spring of 2003.



NES capabilities. NES has full Internet capabilities and state-of-the-art Internet hardware and software, together with the infrastructure and technical expertise to accommodate many types of Internet usage. NES develops and maintains Web sites for its programs that permit candidates to find program-specific information about registration, test sites and dates, program fees, and so on. In addition, in several of its programs, NES currently transmits score report information to candidates, clients, and institutions via the Internet. We understand the security implications of information transfer via the Internet and we are well equipped to assist the MDE in expanding the role of this resource for the MTTC without compromising program integrity and security.

Internet Registration Process

NES will provide candidates a means of registering for the MTTC via the Internet, 24 hours a day, 7 days a week, throughout the regular and late registration periods. NES will process candidates' registration information promptly during regular business hours. There will be no additional fees to candidates for accessing this service; all standard fees will be the same regardless of registration method.

Internet registration will be accessible from any Internet-enabled computer through the MTTC Web site. The Internet registration system will be programmed to function efficiently through dial-up modem connections and broadband connections. The system will be designed with routines that will support multiple browser environments (including Internet Explorer, America Online, and Netscape Navigator) and computing platforms (i.e., Windows and Macintosh).

Candidates will be led through the registration process quickly and accurately, as the computer system unobtrusively checks and verifies that information provided by the candidate meets program requirements. The process will guide candidates through the submission of personal information, the selection of tests, and registration for a test site and test date. Candidates will be able to make secure payments conveniently, using their credit cards (MasterCard or Visa), and they will be able to access other registration functions through this single point of entry. They will also be able, by dynamic link to other pages on the MTTC and the MDE Web sites, to access MTTC study guides for downloading and/or ordering.

Web benefits. The system will make use of up-to-date Web features, including underlined dynamic links to other sections of the registration process or other MTTC or MDE Web site pages; buttons that the registrant clicks on to indicate choices; drop-down lists for providing information from a menu of choices; "Previous" and "Next" buttons to move through the process and return to previous screens; and so on.

The Internet registration system will be user-friendly and sensitive to possible registrant mistakes. Registrants will be able to use the "Previous" button to return to a previous screen to correct erroneous information before proceeding. Before they submit their final registration, registrants will be given the opportunity to review the information they submit and make changes.



Error prevention. The MTTC Internet registration system will be tailored to the Michigan program and policy environment. The system will be “policy-aware,” permitting, to the extent feasible, only allowable registrant actions and choices, and forbidding “illegal” actions and choices (such as registering for too many tests during a single session). To the extent feasible, registrant actions and choices will be processed using a program-specific decision tree (e.g., the correct fee will be calculated automatically, based on the services selected by the candidate within the MTTC policy structure).

Before completing their registration, candidates will have an opportunity to review their information for accuracy and to make desired revisions. Once candidates submit their information electronically, they will receive immediate acknowledgment by e-mail that their registration information has been received and they will be given an acknowledgment number to use if follow-up is necessary. They will be notified that, if the registration is accepted as complete, NES will send an e-mail with admission information. Before the test administration, NES will send by U.S. mail a printed admission ticket for use at the test site; NES will also e-mail an electronic confirmation of registration, which the candidate may use to gain admission to testing if the printed ticket does not arrive in time.

Candidate interface. The candidate who chooses to register for the MTTC electronically will be guided step-by-step through the registration process, as partially demonstrated on the following pages.

Security. The Internet registration system will be protected from unauthorized entry and tampering through multiple levels of security. Strong security measures will be applied not only to the candidate’s identifying and payment information, but also to the database of candidate information that resides within the NES computer system. Compromising an individual candidate’s information would be serious and must be prevented; compromising the candidate database would be even more serious, since it could affect thousands of candidates.

To provide adequate protection, the NES Internet registration system will involve two distinct security areas. The inner security area will reside within the NES system firewall. This is the area of highest security, in which candidate data files will be housed. The outer security area, secure enough to permit the processing of candidate information and handling of credit card information, will reside inside another system firewall.

When a candidate accesses the Internet registration system, the candidate’s information file (e.g., previous testing history) will be copied from the candidate database and carried from the inner security area to the outer security area. This process permits the system to use the candidate’s information interactively within the outer security firewall to check the candidate’s history of testing, prior payments, personal information, and similar candidate-specific data while the candidate registers for testing. Even if this security area were ever breached (e.g., by a hacking attack), the database within the inner security area would be unaffected.



When the candidate finishes providing information, the system will move the candidate's file—supplemented by the new information provided—within the inner firewall, where the final steps in the registration process will be automatically completed. The information supplied by the candidate will be electronically checked for errors undetectable from the candidate's individual file (e.g., to verify that the social security number provided by the candidate is unique, and was not also provided by another candidate), and a seat number and candidate number will be assigned to the candidate automatically.

If all is in order, an electronic "Internet receipt" (or "I-Receipt") confirming the candidate's successful registration will be generated automatically and e-mailed to the candidate. The I-Receipt will contain the candidate's unique candidate number, which will be needed if the candidate wishes to have access to further Internet services (especially Internet score reporting) later in the process.

In addition to firewall protection, the NES server is protected by the latest version of operating system software with the most recent security patches installed. The server employs SSL (secure socket layer) encryption, registered by Verisign, and is connected to database servers by a non-Internet addressable IP address.

Payment of fees. Candidates registering via the Internet will be able to pay their test fees by program-approved credit card. Payment will be handled by means of the Internet security protocol described above.

E-mail communications. NES will provide MTTC candidates an e-mail address through which they can contact MTTC administrative staff at NES. Candidates may use the e-mail system to ask program-related questions, inquire about Web links to specific program information, ask about their registration materials and/or admission tickets, provide feedback, and so on. In addition, NES will use the e-mail system to distribute registration confirmation notices, notices of problems with the registration attempt, and so on. The e-mail system will also be available to advise candidates of the location of additional resources about the program on the Internet (e.g., files of frequently asked questions), which often provide helpful problem solving information.

Links to other MTTC resources. The Internet registration process will provide links to the home page of the MTTC Web site, from which candidates will be able to access easily an array of informational materials regarding the program, including, but not limited to, the following:

- the MTTC registration bulletin;
- the annual schedule of test administration dates and sites;
- official MTTC study guides and field-specific sample test items;
- the full-length practice Basic Skills Test;
- the complete set of test objectives and descriptive statements for every MTTC test;
- sample test directions and answer documents;



- a summary of the test development process for the MTTC (part of the registration bulletin);
- the official MTTC Rules of Test Participation (part of the registration bulletin);
- downloadable and/or interactive forms for requesting testing services (e.g., a fee waiver, an additional score report, score cancellation, rescoring services, the deletion of a test, etc.);
- score reporting procedures and score interpretation guidelines;
- updates and announcements of recent developments or news regarding the program.

These materials are described in more detail in subsequent parts of this section of the NES proposal.

Task II-1.3: Produce Print and Online Registration Bulletin

Annually, NES staff will draft, for MDE review and approval, an updated registration bulletin in both a print version and a downloadable online version in Acrobat pdf format. The registration bulletin will contain the information and forms the candidate will need to participate in testing.

The registration bulletin will permit candidates to register for testing by mail. The paper-based registration system that is accessible via the registration bulletin and the Internet registration system are virtually identical, with the exception of format differences necessitated by their different distribution media.

In this proposal, we will discuss the print version of the registration bulletin, with the understanding that the online version provides the same information and options to candidates.

Bulletin contents. The annual revision and updating process that NES undertakes for the registration bulletin is a thorough process whereby NES gathers and evaluates many suggestions from Michigan educators and MTTC testing candidates. In addition, NES follows the guidance of the MDE in introducing changes and additions each year.

The registration bulletin clearly states program policies and places them in the proper context of test security and fairness to candidates. We have found that candidate questions and frustrations are held to a minimum if program policies and procedures are explained in terms of program requirements.

An important component of the registration bulletin is a complete list of test objectives and a number of sample questions for the Basic Skills Test. Since the Basic Skills Test is required of all certificate candidates, NES believes it is appropriate to include information about it in the registration bulletin to which all candidates have access.



In addition to the information described above, the registration bulletin contains the following information:

- general information about the MTTC program, including a brief description of each type of test;
- requirements for taking the test (written for out-of-state applicants as well as Michigan candidates);
- MTTC registration instructions, including the regular, late, and emergency registration deadlines and procedures;
- a description of the test re-registration process available by phone or Internet;
- a list of tests offered and test sites and dates;
- procedures for registering for alternative testing arrangements;
- a description of what candidates can expect following registration;
- a description of what candidates can expect on the day of the test (including a specification of the types of identification they will need and materials that are not permitted in the testing room);
- information about score cancellation;
- information about score reporting;;
- the official Rules of Test Participation;
- suggestions on preparing for the test;
- sample test objectives and items, with suggested answering approaches;
- the Basic Skills Test study guide;
- the forms candidates may need if they choose to request various testing services such as alternative testing arrangements; a change of registration to another date, site, and/or test; the addition of a test; a refund; or an additional score report;
- a form for ordering one or more study guides;
- the annual (testing year) schedule of test dates, registration deadlines, and score report mailing dates.

Further, the registration bulletin will contain a list of contact information for the MDE and NES, via telephone and the Internet.



Distribution. Upon approval from the MDE, NES will print registration bulletins annually and deliver these to the MDE and each university and college throughout the state. NES will also assume responsibility for distributing registration bulletins to individual applicants who request them directly from NES.

Internet dissemination. NES will prepare content for the online version of the registration bulletin on approximately the same schedule as for the print version. Upon approval from the MDE, NES will post the registration bulletin on the MTTC Web site.

The Internet version of the registration bulletin will in fact be more dynamic than the print version, in that NES will be able to update its contents on an ongoing basis to present, for example, only upcoming registration deadlines and test dates in the current test administration cycle, rather than past deadlines and dates.

Annual revisions. NES will revise and update the registration bulletin annually, incorporating new policies and procedures as appropriate.

Advance notice. It is important that potential candidates and educator preparation faculty receive adequate advance information regarding testing. College faculty and students should be provided with a registration bulletin that explains the program clearly. NES will also produce advance announcements of test administrations for teacher education faculty and deans. These will provide a brief description of the testing program, a schedule of administrations, and information on how to obtain necessary registration materials.

Task II-1.4: Produce Plan for Special Needs Candidates

NES has developed with the MDE a comprehensive, customized set of policies for the administration of tests to special needs candidates. We have also developed a computer-supported system for the MTTC that generates for each test administration a roster of candidates who have pre-approved special accommodations and a second roster of candidates who have requested special accommodations that require MDE review and approval. Individual candidate accommodation status may be updated in subsequent versions of the rosters, as accommodations are approved by the MDE.

The MTTC policies on special needs candidates have changed to accommodate additional identified needs and to reflect updated understandings of learning and other difficulties that may be helped by special testing arrangements. The MTTC policies are particular to Michigan and reflective not only of federal statutes and regulations but also of Michigan laws and guidelines.

Policy determination. Among the factors that add to the scope of work in a multi-site testing program is the significant number of candidates who request alternative testing arrangements because of various personal circumstances. We feel strongly that it is important to accommodate these requests to the extent possible, provided they are consistent with test validity and security, and we are currently doing so for the Michigan program.



For example, NES is currently providing (and will continue to provide) wheelchair accessibility with the MDE to generate a Michigan-appropriate list of accommodations that NES can approve routinely, without needing further explicit MDE approval.

NES also recognizes that the range of special needs in today's educational environment is enormous and growing. We accept that many special requests involve policy determinations rightly made by the MDE. In such cases, we believe our role is to:

- anticipate the types of requests made by candidates,
- provide our insight as to the implications of specific policy decisions, and
- implement the policy decisions fairly and with professional courtesy.

Special Needs Plan. Upon contract award, NES will review and revise as necessary, for MDE review and approval, its current Special Needs Plan (“Process for Handling Alternative Testing Arrangements for Examinees with Special Needs”). The plan will focus on the standardized handling and management of candidate requests for special testing arrangements. It will be updated to reflect emergent research and policy developments in special needs fields and in the psychometric literature.

NES will present the plan to the MDE for review. NES will incorporate any revisions made by the MDE into a revised version of the plan, which will guide the provision of alternative arrangements for the coming program years.

Alternative test date for religious reasons. An alternative test date will be available for candidates whose religious practices do not allow Saturday testing. Testing on the Sunday following the regular Saturday test administration date will be provided.

Alternative testing arrangements because of a disability. Candidates who request alternative testing arrangements will be asked to provide adequate documentation of the disability and a recommendation from a professional regarding test accommodations. The MDE and NES will use the recommendation to determine appropriate arrangements to be made for the candidate. The MDE and NES will review requests for alternative testing arrangements on a case-by-case basis. The guiding principle is to provide modifications to the test and/or administration conditions that enable an equitable assessment of the required knowledge and skills that are being tested.

In general, candidates will request alternative testing arrangements in advance of the regular deadline for the administration. However, in some circumstances a candidate may request alternative arrangements on-site on the day of the administration. The NES Test Administration Manuals will document a variety of common requests that may be approved on-site without prior notification. Arrangements made on-site must maintain the test security of the administration, must not disrupt other candidates, must not give the requesting candidate an unfair advantage over other candidates, and must be fully documented by site personnel.



Alternative testing arrangements approval process. As a part of the standard registration process, NES will identify and review requests and supporting documentation for alternative testing arrangements. If the request or the supporting documentation is incomplete, NES will notify the candidate so that the additional materials or information can be supplied.

With MDE approval, NES will continue to approve requests for certain pre-approved types of arrangements, with supporting documentation, in addition to those arrangements that may be approved on-site: Any request that exceeds the pre-approved arrangements, is based on a condition or circumstance not previously considered, or is received after the regular registration deadline will be forwarded to the MDE for review and determination of appropriate action.

When referring requests to the MDE for consideration, NES will provide a list, if available, of arrangement options that have been used in the past for similar circumstances, or information about an arrangement option that might preclude its use for the test in question (e.g., modification requires changes to the answer key for a significant number of items).

Provision of special testing materials and equipment. NES may provide the following special testing materials and aids to candidates who have been approved for alternative testing arrangements:

- large-print tests
- large-print writing response booklets
- written copies of oral directions
- modified directions to address alternative testing arrangements provided
- separate testing rooms and proctors
- headphones for taped test sections
- special seating
- readers/scribes
- sign-language interpreters

Candidates who have received approval for alternative testing arrangements may bring the following equipment to accommodate the condition for which the special arrangement was approved.

- magnifying devices
- typewriters
- computers/printers/diskettes
- Franklin spellers
- portable readers
- Cramner Abacuses

Appeals process. NES will develop with the MDE an appeals process for candidates who are not satisfied that the arrangement(s) offered to them by the testing program are sufficient or appropriate for their learning or physical disabilities. The process that NES proposes, which is based on similar processes in other testing programs, is described in Task I-2.4 of this proposal.



Task II-1.5: Prepare Internet-Based Test Information Materials

In addition to making the MTTC registration bulletin available for reading and/or downloading on the Web, NES will also use the capabilities of the Internet to place other informational resources on the Web as well. These include the following, with the approval of the MDE:

Test frameworks. Each test framework, including the entire set of test objectives and descriptive statements, will be available on the MTTC Web site. Candidates may examine the frameworks and download those in which they have an interest. The frameworks will also be available to educator preparation institutions, collegiate advisors, parents, policy makers, and the general public. The publication of the test frameworks emphasizes the open and accessible nature of the testing program and clearly disseminates the general content that is expected of candidates for educator certificates.

Test directions and answer documents. NES will provide actual examples of the test directions that candidates will be asked to follow during test administrations, and the answer documents (including both multiple-choice item answer sheets and constructed-response item answer documents, where appropriate) that they will be expected to use. Provision of these documents should familiarize examinees with the materials to which they will be exposed at the test administration and may help to alleviate anxiety.

Scoring information. NES will post on the MTTC Web site information regarding the scoring of the tests, especially the constructed-response portions of those tests that have such components. The general scoring criteria for constructed-response items and the descriptions of the characteristics of responses corresponding to the different scores that may be awarded can help to inform candidates of the expectations to which they will be held in the scoring of such items.

Rules of Test Participation. The Rules of Test Participation are an essential element of fairness and consistency in testing, as well as of test security. Candidates (and others) will be given access to the rules that are in effect for the administration of the MTTC tests, including those that relate to conduct at the administration site, the use of test materials, and similar matters. While these Rules are published in the registration bulletin (and will appear in the online version of the registration bulletin as well), posting them as a single set accessible by a Web link should increase their availability and usefulness.

Test registration forms. Both as part of the registration bulletin and as separate, downloadable documents, the forms that candidates may use to request additional testing services (e.g., cancellation of scores, request for an additional score report, request for alternative testing arrangements) will be made available to them on the Web.

Score reporting information. Candidates will have access to a description of MTTC score reporting policies, procedures, and dates. They will also be able to access a set of score interpretation guidelines designed to help them understand the meaning of the scores they receive on their Individual Score Reports.



Study guides. NES will make available on the MTTC Web site the complete text of the MTTC study guides. Candidates may access and download the individual study guide(s) they need, including the test framework, practice test items, and tips for responding to multiple-choice items and constructed-response items. The Internet version of the study guides will supplement the print versions, which may also be ordered via the Web site for candidates who prefer this option. A key difference in the two modes of delivery is that the printed study guides are bound in groups of test fields; in contrast, the Internet guides may be downloaded singly.

Basic Skills Practice Test. NES will post a full-length Basic Skills Practice Test on the Web, which candidates will be able to take online. The practice test will have the characteristics of an actual MTTC Basic Skills Test, including the same number of test items (multiple-choice items and the constructed-response writing assignment) in the same formats that candidates will encounter when they take the actual test. The Basic Skills Practice Test will be easily accessible to all candidates and potential candidates worldwide, and will feature automated scoring of the multiple-choice components of the test, with the multiple-choice score available in moments. The Basic Skills Practice Test is designed to help candidates prepare for the Basic Skills Test by becoming familiar with item content and formats.

Program news and updates. The MTTC Web site will be available for use in announcing upcoming program developments, news, new tests under development, rescheduled test administrations (e.g., after cancellation due to weather conditions), and similar matters. The Web is a uniquely useful information dissemination tool, and NES has experience making its features work on behalf of our clients, educator preparation institutions, and candidates.

Task II-1.6: Process Registration Forms

NES has in place a set of registration procedures for the MTTC that are tailored to the needs and requests of the MDE. The Department and NES review the registration process, registration bulletin, and registration form regularly, and introduce changes to accommodate feedback from candidates and educator preparation institutions. We will continue to review and revise the registration system on an as needed basis to meet the specific and emerging needs of this program.

Candidate registration and test administration. The ongoing administration of the MTTC will be handled by the NES Test Registration and Administration Team. This team will be responsible for planning and implementing all activities required for effective candidate registration and test administration, including contact with candidates during and after registration, test site location, test administrator training, materials production and distribution, and distribution of score reports.

Processing of registrations. Applications for test registration may be received via the Internet Registration System or the printed Registration Form enclosed in each registration bulletin. The procedures that NES uses in processing candidate registrations are similar across the two media. The Internet system has been described above; the remainder of this section describes the very similar system NES uses in processing paper Registration Forms.



NES will carefully process each registration application as it is received and verify that all critical information is clearly and accurately indicated. Incomplete, inaccurate, or ineligible registration applications will be returned to candidates with instructions that they must reregister correctly before the final registration date if they desire to take the exam. NES has developed a courteous and efficient system for notifying candidates of any problems with their registration form. A computer-generated letter is produced immediately upon entry of the registration forms, providing candidates with the maximum amount of time to resolve the problem. A sample letter to correct a candidate's error appears on the following page.

During registration processing, NES makes a number of checks to ensure that necessary information has been supplied. If a candidate fails to specify a test site or code, or fails to sign the application, NES requests that information from the candidate.

The information on each properly completed registration application will be entered into a NES computer file. Each candidate receives a unique identifying number for tracking purposes. Up until the closing date of registration, NES updates this file continually as new registration applications arrive and candidates request registration changes.

Special request forms in the registration bulletin. The candidate is provided with the following special request forms in the registration bulletin. These forms make it easy for the candidate to request special test administration services.

Alternative Testing Arrangements Request Form—Candidates with special needs may use this form to request a Sunday test administration for religious reasons or alternative testing arrangements due to a disability.

Change of Registration Request Form—Before the late registration deadline, candidates may use this form to change the date, test site, and test(s) for which they originally registered.

Add-On Form—This form is for candidates who have already mailed a registration form, but decide they wish to add one or more tests for the same test date.

Refund Request Form—This form may be submitted by candidates who wish to withdraw from one or more of the tests for which they registered. Candidates who send this form to NES before the late registration deadline will receive a partial refund of the registration fee.

Additional Score Report Request Form—Candidates may use this form to request that an extra score report be sent either to themselves or to an additional institution of higher education.



NATIONAL EVALUATION SYSTEMS, INC.™

5 March 2003

Sample Examinee
123 Any Street
Any Town, MI 99999

BATCHID 165/000022
SSN: 123-45-67891
ID #: 1-123-909-7

Dear Sample Examinee:

We have received your registration form for the Michigan Test for Teacher Certification (MTTC). However, we find that we cannot process your form and/or payment. Therefore, as stated on page 14 of the MTTC Registration Bulletin, we are returning your registration form and all of the materials that you enclosed with it for the following reason(s):

You did not indicate your test date choice on your registration form.

Please note the registration error information indicated above. The late registration deadline for the Apr 12, 2003 administration is Mar 21, 2003. To register by mail for this administration, YOU MUST RESUBMIT YOUR REGISTRATION FORM AND PROPER PAYMENT TO BE RECEIVED BY THE LATE REGISTRATION DEADLINE. Registration deadlines are strictly enforced, and no registrations or changes will be accepted after the deadline indicated above. If we receive your corrected registration form and the appropriate test fees by the late registration deadline, you will not be required to pay the late fee.

Corrected forms and payments received after this deadline WILL NOT BE ACCEPTED and you will not be registered for this administration. Therefore, if you are resubmitting your registration form and payment close to the deadline indicated above, consult your post office or other overnight delivery service about the best method for mailing your form and fee to ensure delivery to National Evaluation Systems, Inc. on time.

Address all correspondence to:

(For U.S. Postal Service)
MTTC Program
National Evaluation Systems, Inc.
P.O. Box 660
Amherst, MA 01004-9001

(For any other service)
MTTC Program
National Evaluation Systems, Inc.
300 Venture Way
Hadley, MA 01035
(413) 256-2876

Every effort has been made to process your registration error notification in a timely fashion. However, if you receive this letter after the late registration deadline, it is because we did not receive your registration materials in time to notify you of your error before the deadline. You may still register after this deadline during the emergency registration period. Emergency registration is BY TELEPHONE ONLY, from Mar 26, 2003 to Apr 04, 2003. You may call (413) 256-2876 from 9:00 A.M. to 5:00 P.M., Eastern Time, Monday - Friday, excluding holidays.

National Evaluation Systems, Inc. (NES)

Post Office Box 226
Amherst, MA 01004



Telephone: (413) 256-0444
FAX: (413) 256-8221



Candidates as clients. Processing thousands of registration forms annually with efficiency, accuracy, and courtesy is a substantial task and must be approached so that each applicant is an individual client. For the MTTC Program, the registration process is typically the first official contact an individual has with the program.

Task II-1.7: Conduct Registration Follow-Up

NES provides through its registration process as much convenience for the individual candidate as is practical without compromising the security of the program or the efficiency of the administration. The registration bulletin provides information not only on the procedures for taking a test, but also on the testing program. We try to accommodate as many special circumstances as possible and process requests for changes as close to the administration as possible. After this point, we finalize the registration information in order to allow adequate time for preparation and quality control procedures to occur. We have received feedback from MTTC candidates testifying to the clarity of our procedures and the manner in which the sharing of information during the registration confirmation process helps to relieve any test anxiety.

Admission Ticket. Following registration, approximately two weeks before the test administration, NES will send each candidate a computer-generated ticket for admission to the testing site for which he or she is registered. The ticket will contain candidate identification information and indicate the test(s), test site, and date for which the candidate is scheduled. The admission ticket will also serve as a fee receipt. An example of the current MTTC Admission Ticket appears in the Appendix. Note that the tickets typically provide detailed directions for getting to the test site.

For candidates who register via the Internet Registration System, NES will also send a printed admission ticket by United States mail, as well as an e-mailed ticket, which may be used to gain admission to testing in the event that the mailed admission ticket does not reach the candidate in time.

Site rosters. Following the registration deadline date, NES prepares a roster of candidates registered at each site. Information regarding the expected number of candidates will be forwarded to the Chief Test Administrators to help them prepare for the administration. The MDE will also receive a copy of this information. This information will be made available to the MDE and Chief Test Administrators via the Internet.

Task II-1.8: Implement Telephone-Based Re-registration System

NES will continue to provide a system for the convenience of candidates who have previously registered for the MTTC and would like to re-register. This service is designed to allow candidates to re-register with one phone call and without the need to complete any forms. Candidates receive immediate confirmation of registration and test site. An admission ticket or a receipt of registration will be sent to the candidate within 24 hours of the call. This re-registration system will greatly enhance the level of service and convenience to candidates who for one reason or another, need to re-register. This innovative system is both fast and user-friendly.



Task II-1.9: Implement Late and Emergency Registration Systems

NES will continue to implement late and emergency registration systems for the benefit of candidates who need to register for tests after the regular registration deadline. As per the RFP, these systems are described under Task II-2 of this proposal.

Task II-1.10: Submit All Policies and Plans to the Michigan Department of Education

NES will plan and conduct all parts of the MTTC program with the express approval of the MDE. All policies, plans, procedures, timeframes, products, and services will be reviewed and approved by the Department before implementation by NES.

TASK II-2. Examination Administration

NES has been administering the MTTC tests successfully for 12 years. MTTC test administration procedures are fully customized for Michigan and include such features as untimed, unhurried tests for candidates; intensive, comprehensive training for test proctors; and special late and emergency registration opportunities so that candidates can register until a few days before the test. Experienced NES staff serve as monitors and quality control representatives at selected test sites at every test administration. MTTC test administrations take place under standard conditions with well-trained staff and an environment for candidates that is professional, orderly, quiet, and as anxiety-free as we can make it.

Number of administrations. NES will offer the MTTC a minimum of four times a year, typically in October, January, April, and July. As in the past, NES will work with the Department to accommodate an additional administration, if needed to meet a State urgent need.

Number of sites. NES will offer the MTTC at 13 sites geographically dispersed throughout Michigan and at up to four additional out-of-state sites, based on the State's needs. The Michigan sites will include at least one in the Upper Peninsula. Emergency Registration will be available for five (5) of the 13 sites. Alternative day testing will be available at three (3) of the 13 sites.

Testing fees. As per the RFP, the testing fees will not exceed the statutory ceiling for the basic skills test and for a subject area test.



Subtasks. Subtasks for the administration of MTTC examinations include:

- Task II-2.1: Identify Sites and Schedule Administrations
- Task II-2.2: Produce Test Materials
- Task II-2.3: Hire and Train Test Administrators
- Task II-2.4: Administer Tests
- Task II-2.5: Implement Computer-Administered Testing
- Task II-2.6: Implement Late Registration System
- Task II-2.7: Implement Emergency Registration System
- Task II-2.8: Implement Fee Structure and Fee Waiver System

Task II-2.1: Identify Sites and Schedule Administrations

Identifying sites. NES will work with the MDE to determine the number and location of sites that will be needed for the MTTC. For the current program NES has set up 11 test site areas, as follows:

- Detroit (downtown area)
- Flint
- Grand Rapids
- Kalamazoo
- Lansing
- Marquette
- Mt. Pleasant
- Pontiac/Auburn Hills
- Saginaw
- Traverse City
- Ypsilanti

Within each area, NES determines the specific site for each test administration based on the projected number of registrants and site availability. Institution campus contacts are advised of the final site choices for each test administration. This means of test site selection provides effective coverage for candidates and good site conditions and configurations for every testing occasion.

For the new MTTC Program contract NES will establish 13 sites, to be determined in conjunction with the MDE. The selected sites will require no candidate to travel more



than 140 miles, or more than two hours, to reach a test site. One of the additional sites will be chosen to meet the needs of the students of Lake Superior State University; the other additional site will be chosen to meet program needs identified by the MDE and/or the TEAC.

Out-of-state testing sites. NES will work with the Department to identify out-of-state candidates interested in obtaining Michigan certificates. It is desirable to study the current and potential demand for testing sites outside of Michigan in relation to current certification patterns and inflow/outflow patterns of students who seek initial certificates. NES has in the past set up out-of-state test administrations in Chicago, New York City, Atlanta, and other areas in which adequate numbers of candidates had an expressed interest in testing to achieve Michigan certification.

Site selection criteria. NES understands that the MDE will review test sites biannually and provide a recommendation for the number and location of test sites. NES will be happy to participate in this review. The criteria that NES will use in selecting sites include the following, which meet or exceed the criteria in the RFP (p. 49):

- All test sites will be accessible, consistent with federal Public Act 504, and state barrier free.
- First consideration will be given to Michigan approved community colleges and teacher preparation institutions.
- If the number of candidates for testing at any one site exceeds the capacity of that site, additional rooms, centers, or testing dates will be provided.
- Facilities must be adequate with respect to adequate workspace, comfort, freedom from distraction, furniture (desks), lighting, temperature control, restrooms, and ventilation.
- Sites should have adequate parking available.
- Testing rooms must not contain maps, charts, posters, dictionaries, textbooks, or any other materials that might be related to the tests.
- An assurance must be given that no other test will be administered on the same date, at the same time, in the same room.
- Facilities must include a limited-access secure storage area for restricted testing materials.
- Security should be addressed adequately, including names of persons having access to test materials, security during administration of the test, and security during day-to-day operation of the site.
- A Chief Test Administrator (CTA) who meets professional qualifications in testing must be available on site. The CTA will be responsible for the operation of the site, including accurate and secure handling of tests, answer sheets, and other related materials. NES will recruit and train the Chief Test Administrator and other proctor staff who are retained by the Chief Test Administrator.

The checklists and criteria used routinely by NES in evaluating potential test sites appear on the following pages.



Administration dates. Dates will be selected for convenience to candidates, lack of conflict with major institutional events or widely observed religious holidays, and for integration with the typical school calendar for hiring. NES will work closely with the MDE, and state educators to identify appropriate dates.

One advantage of a custom program is the ability to select administration dates that meet the varied needs of testing program participants and constituencies. In off-the-shelf testing programs, the state does not have control over test dates. The MDE will have final approval of all test dates.

Untimed tests. The Michigan tests are designed to be essentially untimed. The 4½-hour sessions are intended to allow sufficient time for candidates to complete two entire multiple-choice tests or one test that includes one or more constructed-response items. The 4½-hour session includes time for reading directions, filling in identifying information on answer sheets, taking a rest break, finishing the test, and checking one’s responses.

The examinations will be given in the morning and afternoon. To maximize security, candidates will be assigned to test sessions based on the tests they elect to take.

Managing examination time. NES will institute an MDE -approved policy to permit examinees to have the option of taking two subject area tests in one administration session in a convenient sequence or in two sessions, as candidates desire. The constraints on this policy relating to tests with constructed-response items and test security concerns are discussed more fully under Task I-4.7.

Schedule. The current MTTC test administration schedule, which NES recommends maintaining, appears below.

Current Test Administration Schedule

MORNING SESSION	AFTERNOON SESSION	ACTIVITY
7:30	1:00	Doors are opened.
7:30–7:45	1:00–1:15	Candidates are seated and signed in.
7:45–7:50	1:15–1:20	Test materials are distributed.
7:50	1:20	Directions are read.
8:00	1:30	Test begins.
8:00–12:30*	1:30–6:00*	Candidates complete test (4½ hours)
8:30	2:00	CTA calls NES to check in.
12:30*	6:00*	All test materials are collected.

* Or at conclusion of 4½ hours of testing



SITE VISIT CHECKLIST, Page 2

PROJECT _____

DATE

FACILITY _____

ADDRESS

SITE SPECIFICATIONS

SPECIFIC ROOM

I DIMENSIONS OF FACILITY

_____ Obtained facility measurements
_____ Dimensions _____
_____ Schematic _____ Measured _____
_____ See attached information

II ENTRANCES/EXITS

_____ Number of entrances _____
_____ Handicap accessibility
_____ All _____ Some _____ Which

_____ Can doors be locked from inside? Yes _____ No _____

_____ Checked space for waiting area Comment

_____ See attached information

III LIGHTING

_____ Type of lighting _____ Natural light (comment)

_____ Quality of lighting
_____ Bright _____ Adequate _____ Dim _____ Dark spots _____ Poor _____
_____ See attached information

IV RESTROOMS

_____ Number of restrooms _____
_____ Location of restrooms in relation to: testing rooms

_____ waiting area _____

Which _____ Checked handicap accessibility All _____ Some _____

_____ See attached information

V EQUIPMENT/FURNITURE

_____ Type furniture available Desks: Type _____ Number _____
Left handed _____ Number _____

Tables: Size _____ Number _____ Chairs _____ Number _____



_____	Need to rent tables	Yes _____	No _____
Suggestions of place to rent _____			
_____	Condition of furniture -	Good _____	Fair _____ Poor _____



SITE VISIT CHECKLIST, Page 3

_____ Clocks in all rooms Yes _____ No _____

_____ Blackboards in all rooms Yes _____ No _____

_____ PA System available for large rooms Yes _____ No _____

_____ See attached information

VI AIR CONDITIONING/HEATING

_____ Checked rooms for AC All _____ Some _____
Which _____

_____ Checked rooms for heating All _____ Some _____
Which _____

_____ Who/where AC/heat controlled

Comment _____

_____ See attached information

VII PARKING

_____ Site parking
location _____

_____ Number of spaces available _____

_____ Additional parking locations

_____ Distance from site _____ Number of spaces _____

_____ Cost of parking Lot _____ Metered _____

_____ Checked regarding ticketing of examinees - Yes _____ No _____

_____ Checked security/safety of parking areas - Yes _____ No _____

Lighted _____

_____ Who can provide security - On site _____ Local Police _____

_____ See attached information

VIII SECURITY

_____ Locked materials storage area available Yes _____ No _____

_____ Checked traffic pattern

_____ Location of phones

_____ Phones accessible to examinees Yes _____ No _____

_____ See attached information



SITE VISIT CHECKLIST, Page 4

IX SPECIAL ADMIN SPACES

No _____ Small rooms available for taped tests/spadmins Yes _____

_____ Dimensions of each _____

_____ Sound proofing Yes _____ No _____

_____ See attached information

X SITE PERSONNEL COVERAGE

No _____ Site contact available on test day Yes _____

Yes _____ No _____ Custodian/maintenance personnel available on testing day

No _____ Custodian willing to move furniture/set up space Yes _____

_____ See attached information

XI MISC ISSUES

No _____ Break room available for testing personnel Yes _____

_____ Facilities for lunch near site Yes _____ No _____
Cafeteria at school/hotel _____ Fast food _____ Other

No _____ Received and drove directions to site Yes _____

agency _____ Obtained map of campus or area from site or local real estate
Yes _____ No _____



SITE VISIT CHECKLIST, Page 5

XII CONTRACTING

Checked: _____ Site contact will
 be _____
 _____ Address/phone number of contact (get letterhead)
 _____ Who will sign
 contract _____
 _____ Type of contract: NES generic _____ Facility contract _____
 _____ Fee schedule (if
 available) _____
 _____ Site requires proof of insurance - Yes _____ - No _____
 _____ Once contracted can we be bumped - Yes _____ - No _____
 _____ Who should receive site specs

_____ Copies to: _____

_____ If facility form/fee schedule available
 Received _____
 _____ Facility available for test dates - Yes _____ - No _____ -
 Which _____

Contact _____ If information not avail.

When _____

_____ Received site blueprint or schematic _____

IMPORTANT: Please include in the space below the exact street address of and directions to the facility visited to be used on the tickets to examinees:

See attached information



Task II-2.2: Produce Test Materials

It is important in a high-stakes testing program to produce high quality test materials and ancillary administrative materials. Careful preparation of these materials contributes to the quality and standardization of test administration. The NES Production Department has extensive word processing, typesetting, and graphics facilities to produce preliminary drafts, make revisions, and prepare final copy, high quality test booklets and manuals.

Test booklets. The booklets must provide a clear, concise, and appealing presentation of the test questions and instructions to candidates. The booklets should be designed for easy administration and must be coordinated with the answer documents so as to avoid ambiguity and confusion for candidates. Each test booklet will include:

- a booklet cover specific to the test field
- directions to candidates
- a sample test item
- the set of actual test items

The test questions appear in an easy-to-read format. The MDE is consulted on type size and style. The directions are clearly stated and visually highlighted. Pages are numbered with both field and sequence numbers for easy identification, and the end of the test is clearly marked.

Computer-Assisted Test Production System (CATPS). NES uses a proprietary Computer-Assisted Test Production System (CATPS) to design and produce the test forms needed for each test administration. The NES CATPS facilitates test blueprinting through the use of a comprehensive psychometric library of item data, including item usage history, item statistics, and other item characteristics.

Computer-based banking system. The NES proprietary item banking system (NESBANK) is a central part of the CATPS. It is a proprietary, state-of-the-art computer-based banking system that ensures accuracy and quality control from initial item development through test form production. The MTTC includes a large number of complex item formats that involve written and/or graphic stimulus materials. Many of the items are linked either individually or in clusters to stimuli that must appear with the items. In some cases, an entire cluster of items must appear on a test form with an individual stimulus; in other cases, only a subset or an individual item may appear. The unique code assigned each item upon entry into the system tracks all of these contingencies and ensures accurate matching of items to stimuli as well as electronic inventorying.

Careful quality control of the bank ensures that any changes to any item from the point that it is first entered are carefully effected and documented. In addition, the NES item banking system interfaces electronically with our blueprinting software (i.e., CATPS), eliminating the possibility of errors that would be introduced during retyping or other manipulation required by a manual (e.g., paper-based graphics or index card) system.



Answer keys are maintained electronically; any change in correct-response alternatives in the bank automatically updates the answer key for the corresponding test item.

Comparable forms. It is critical that candidates be evaluated on an equal basis regardless of the form of the examination they take. To facilitate the creation of comparable forms, NES will code the difficulty level of each question in the computerized item banking system and use the system to match forms on difficulty. Rangefinder papers are used for equating the open-ended questions of the basic skills test.

Test Administrator Manuals. Test administrators must be provided with sufficient information to guarantee that they fully understand the procedures for a secure, efficient, and professional administration. Administrators must be carefully trained and must be supplied with printed materials that detail acceptable procedures and security measures.

NES will provide a comprehensive procedures manual for use by the Chief Test Administrator and Assistant Chief Test Administrators and a separate manual for the Assistant Test Administrators. The manuals will be updated annually or as needed to reflect new policies and procedures. Copies of the current versions of the manuals are in the Appendix.

The manuals serve as a ready reference for test administrators. They cover the responsibilities of test administration staff and the tasks they must perform. The following information is included in the test administrator manuals:

- a description of the duties of each test administration position;
- a list of things to do in the weeks before the test administration and on the day before the administration;
- a list of the activities to be performed on the morning of the administration and during the test administration;
- a description of tasks to be performed after the test administration; and
- information about test security issues and special testing accommodations.

Throughout the testing day, administrators use the manual as a guide to accommodating examinees' needs, ensuring test site security, conducting a brief but thorough morning review of procedures with test administration staff, and supervising the entire administration.

A sample table of contents from the MTTC Test Administrator Manual is provided in the Appendix.

Test administrator checklists. NES developed administration checklists for staff to use along with the test administrator manuals. There is one checklist for each test administration position, each with a chronological list of tasks required of that position.



Test administrators as partners. Test administrators must be made to feel an integral part of the program. Competent and experienced training (discussed below) and authoritative, comprehensive manuals are keys to their proficiency.

Answer documents. NES will provide a custom designed lithocoded answer booklet containing prepared sections for constructed-response items such as the written assignment in the Basic Skills Test. Lithocoding is a process whereby the sections of the answer booklet (e.g., demographic information, multiple-choice items, and constructed-response items) are pre-coded with the same machine-readable identification information for accurate matching of different portions of the answer document. Use of lithocoded answer booklets facilitates the accurate and complete recording of candidate information and responses.

High quality graphics. The NES Graphics Department has designed an attractive theme-oriented cover design, including the State Board of Education seal and the official title of the testing program, to be used on products for the Michigan program. A common logo and general design help to integrate the printed products associated with the program—the registration bulletin, Test Administration Manuals, study guides, brochures, test booklets, answer documents, reports, and other documents. This enhances the professionalism of the program and blends well with overall program goals for educational improvement.

Internet graphics. The graphical elements associated with the program on printed documents (cover theme, state seal, program logo) will be transferred to the MTTC Web site and included on Internet-based components of the MTTC (e.g., the Internet Registration System, Internet Score Reporting). This integration of graphical elements across the two media will serve to unite the elements of the program and emphasize their shared origin and characteristics.

Maintaining security during production. NES has produced secure materials for a large number of testing projects, including the MTTC. Detailed inventories of materials will be maintained to ensure that no original camera-ready copies are lost or unaccounted for. In-house procedures include admission to restricted areas by authorized personnel only, hand delivery of originals (rather than delivery through interdepartmental mail facilities), and strict adherence to a policy in which secure documents are transmitted only on a “need-to-see” basis.

Task II-2.3: Hire and Train Test Administrators

Roles and responsibilities. Testing personnel for the MTTC program include the Chief Test Administrator, the Assistant Chief Test Administrator, and a number of Assistant Test Administrators (or proctors).

NES has worked with the MDE to locate people to serve as Chief Test Administrators (CTA). We now have a cadre of well trained and experienced CTAs and Assistant Chief Test Administrators (ACTAs) who have worked on multiple administrations. The ACTAs are in a position to take over when their CTAs are unavailable or leave the position.



The Chief Test Administrator (CTA) is ultimately responsible for preadministration arrangements and for the implementation of the entire test administration at his or her test site. The CTA ensures that the test site is set up according to the details outlined in site specifications sent from NES. The CTA hires, trains, and supervises all on-site testing staff. In addition, the CTA is charged with ensuring the security and confidentiality of all testing materials and procedures. The CTA reports to the Test Administration Director at NES.

The Assistant Chief Test Administrator (ACTA) is responsible for assisting the CTA in implementing the test administration at his or her site. The ACTA should be able to fulfill the duties of the CTA, if necessary. The ACTA reports to and is supervised by the CTA.

The Assistant Test Administrator (ATA) is responsible for signing in up to 30 examinees and for distributing test materials to, and collecting test materials from, those examinees. The ATA also monitors the examinees and maintains test security in his or her section at all times during the test session. The ATA reports to and is supervised by the CTA.

The NES Representative, who is present at selected sites, monitors the entire testing situation and provides assistance and feedback to test site personnel as necessary.

Training. To ensure that the tests are administered in a secure manner with standard conditions across test sessions and sites, NES provides comprehensive training and informational materials to test administrators. Each year NES sends annually revised Test Administration Manuals and contracts to each CTA. Three weeks before each test administration NES sends a mailing that includes site specifications, the number of assistants to be hired, and training materials for each assistant.

Test administrator workshop. Chief Test Administrators and Assistant Chief Test Administrators attend biennial, comprehensive training sessions conducted by a NES representative. The one-day training session is intended to provide CTAs and ACTAs with necessary information to carry out a secure and smooth test administration. Along with a detailed discussion of the procedures, a simulation of a test administration is conducted, allowing testing personnel to view the execution of procedures, complete with admission tickets, seat assignments, and mock test booklets and answer documents. MDE staff are invited to attend training sessions at any time.

CTAs are responsible for training other test administration personnel before each test administration.

Task II-2.4: Administer Tests

NES will pack, ship, and distribute the test administration materials in a systematic and timely way and with sufficient internal checks on quality control to ensure that correct quantities of specific materials are forwarded to test administrators at each of the testing sites and that tests are administered in a standard and secure manner.



Packing and Shipping Test Materials

Before test administrations and after the registration closing date, NES calculates the final number of test booklets that will be needed and produces the booklets. The booklets are then gathered into sets for each Assistant Test Administrator. NES labels each individual booklet for each registered examinee and packs the booklets in seat order sequence for security and ease of distribution at the test site. The test form number is checked as examinee labels are applied to the front cover of each booklet, and support materials are gathered, including answer documents, restroom passes, and the computer-generated sign-in and inventory sheets produced after the closing date of registration.

The materials are packed and labeled with test date, site, and ATA number. Extra booklets are packed for each session. NES notifies Chief Test Administrators of the number of boxes of testing materials they can expect to receive.

Candidate rosters. After the closing date of registration, NES prepares rosters for each site, including ATA assignments, by room, for all test sessions. The rosters, which also serve as sign-in sheets, list the candidates officially registered to take the test at a particular site. Rosters include examinees' names, specific seat assignments, identification numbers, and test code(s). Each ATA receives one candidate roster and is responsible for overseeing the administration of the test to the examinees named on the roster.

Late and emergency registration supplement. To accommodate candidates who register after the regular registration deadline, NES will generate a supplementary roster for each site (as needed) including these individuals. The roster will have the same characteristics as the initial roster described above. Assistant Test Administrator boxes, containing individualized test materials, will also be prepared for emergency registration using the same procedures described above.



SAMPLE SITE ROSTER

PROGRAM: SAMPLE
 ADMIN: MO/DAY/YR
 Area: 501 ANYTOWN AREA
 Center: 501A ANYTOWN HIGH SCHOOL

EXAMINEE NAME	ID NUMBER	SSN	LOCATION	SESSION/TEST(S)/SEAT
			Anytown High School	AM-01-01818 PM-03-00427
			Anytown High School	AM-01-00907 PM-04-00411
			Anytown High School	AM-01-00613 PM-03-00608
			Anytown High School	AM-02-01012 PM-04-01308
			Anytown High School	AM-01-00927 PM-04-01223
			Anytown High School	AM-02-00503 PM-04-01511
			Anytown High School	AM-01-01425 PM-04-01816
			Anytown High School	AM-01-00713 PM-04-00801
			Anytown High School	AM-01-00716 PM-03-02203
			Anytown High School	AM-01-00811 PM-03-00620
			Anytown High School	AM-01-01807 PM-03-00917
			Anytown High School	AM-01-01514 PM-04-01108
			Anytown High School	AM-01-01514 PM-03-01011
			Anytown High School	AM-01-00103 PM-04-01523
			Anytown High School	AM-02-00111 PM-03-00902
			Anytown High School	AM-01-00203 PM-03-00802
			Anytown High School	AM-01-00623 PM-04-01112
			Anytown High School	AM-02-00817 PM-04-00611
			Anytown High School	AM-01-01615 PM-03-01604
			Anytown High School	AM-01-02513 PM-03-00524
			Anytown High School	AM-02-00423 PM-04-01312
			Anytown High School	AM-01-02117 PM-04-00305
			Anytown High School	AM-01-03124 PM-03-00105
			Anytown High School	AM-01-00808 PM-03-02429
			Anytown High School	AM-02-00201 PM-03-00716
			Anytown High School	AM-01-00516 PM-03-00117
			Anytown High School	AM-01-01523 PM-04-01111
			Anytown High School	AM-01-01124 PM-03-00703
			Anytown High School	AM-02-00215 PM-04-00518
			Anytown High School	AM-02-01411 PM-03-00904
			Anytown High School	AM-01-01306 PM-04-00623
			Anytown High School	AM-01-00417 PM-04-00512
			Anytown High School	AM-01-03528 PM-03-00906
			Anytown High School	AM-01-01717 PM-04-00212
				PM-04-01635

Alternative testing arrangements rosters and materials. The alternative testing arrangements approved for examinees are noted on an additional roster. The materials



for examinees requiring alternative testing arrangements are shipped with the rest of the materials.

Shipping test materials. NES ships test materials using a service that ensures acknowledgment of delivery and the traceability of materials. Back-up procedures are available for shipping, if needed.

Administration of the Tests

On the day of the MTTC administration, test administrators make final site set-up checks and post signs for examinees. Test materials (e.g., rosters, test booklets, answer documents) are distributed to Assistant Test Administrators for the examinees who have been assigned to them.

Examinee check-in. Examinees are screened for inappropriate materials (e.g., books, briefcases, calculators, and cellular phones), as stated in the MTTC Registration Bulletin. Examinees must have their admission ticket and two pieces of identification, one with a recent photograph.



Seat assignments. Examinees are directed to their assigned seats and to an Assistant Test Administrator. The ATA checks their names on the roster, makes sure they are seated properly, reviews their identification, collects their admission tickets, and has them sign the sign-in roster. Examinees whose names are not on the roster are directed to the Chief Test Administrator. Examinees are not permitted to sign-in at a test session for which they are not registered.

Overseeing testing. After examinees have been signed in and seated, the ATA distributes test materials and oversees the test session, making sure that desktops remain free of inappropriate materials and monitoring examinees on an ongoing basis.

As examinees finish their tests, they signal to the ATA, who approaches them and checks and collects their materials. The ATA returns the examinee’s admission ticket for use as a dismissal pass from the test site.

Return of Test Materials

At the end of each test session, ATAs log in their examinees’ materials and return them to the Chief or Assistant Chief Test Administrator. The CTA, ACTA, and ATAs count the tests and answer documents to make sure that all have been returned, sign the necessary inventory sheets, and package the materials into boxes. Staff on site review and seal the boxes for return to NES. Both used and unused test booklets and answer documents (as well as other testing materials) are returned to NES using procedures similar to those used for initial distribution.

Receiving materials at NES. When the materials arrive at NES, staff recheck and count the materials in each shipment for completeness. If there are any discrepancies between the number of materials received and the number of materials indicated on the inventory sheet, NES follows up promptly.

Emergency Plan

Inclement weather and other natural emergencies are unavoidable factors, but their effects can be mitigated through careful planning. A snowstorm on the day of administration can cause great confusion if not handled properly. NES has developed an MTTC emergency plan in conjunction with the MDE, and we will review the plan with the Department to ensure that it is still appropriate and effective.



Task II-2.5: Implement Computer-Administered Testing

NES has experience in the area of computer-administered testing, in which the administration, record keeping, and scoring of a test are accomplished by computer. The computer-administered testing program that we have installed in Texas for the Texas Academic Skills Program is a large-scale assessment program serving numerous candidates every year.

The primary benefits to candidates of a computer-administered testing system are increased access to testing and quick turnaround of results. A significant additional program benefit results from the use of large-screen computer monitors. These make the testing experience comparable to that of paper-and-pencil testing. NES has found that its computerized systems produce results very similar to those derived from paper-and-pencil tests.

NES offers to install computer-assisted testing (CAT) for the Basic Skills Test at up to six (6) sites in Michigan. The Test Fee for candidates would be \$120.

- NES offers to administer Test Number 83, Elementary Education, by computer during the period of the contract.
- The test fee for the Elementary Education Test will be determined after all of the parameters of the computer administration have been agreed upon between the Michigan Department of Education and NES.

A summary of the key features of the computer-administered testing system we offer for the MTTC Basic Skills Test follows.

Access. Candidates will be able to register to take the computerized Basic Skills Test typically regularly scheduled workdays. They will be able to register by telephone for computerized testing at a site and time of their choice as few as 16 hours before the test session. Typically, workday access would make the Basic Skills Test available at times throughout the year, in addition to the access provided by the regular administrations of the paper-and-pencil version of the test.

Score report turnaround. Candidates' scores on the multiple-choice sections of the Basic Skills Test will be printed immediately after the test is completed. However, they will be regarded as unofficial until NES has the opportunity to compare them statistically to earlier scores achieved by the candidate, if available, for unusual gains. Only after this review, and after the written assignment score is assigned, will an official score report be produced.

The immediate turnaround on the multiple-choice sections of the test should meet most candidates' needs for information. Scores on the written assignment will be produced through the usual constructed-response section scoring process. Official score reports will be mailed once the constructed-response section is scored by NES.



Large-screen computer monitor. The extended text, detailed graphics, and special symbols which are integral features of many Basic Skills Test items can be displayed in an easy-to-read format only on a large computer screen (e.g., 19 to 21 inches). The large screen allows ample text or large graphics to be presented at higher resolution than typical monitors. It enables candidates to consider each test question comfortably, and in a less tiring visual display. The format, which can be displayed on a large screen, is presented below.

On-campus test centers. Selected institutions of higher education (including four-year colleges and community colleges) will be asked to host Basic Skills Test computerized test centers. Candidates on those campuses will thus have easy access to computerized testing. NES suggests that up to six geographic areas, each hosting one computerized testing center, be chosen by the MDE. The areas should be chosen so as to provide reasonable coverage of the majority of the candidate population.

Equipment and facilities. Each of the CAT centers will have computer workstations dedicated to the MTTC Basic Skills Test, with each station having a large screen. NES will supply and install each workstation, complete with hardware, software, modular furniture, and wiring for telecommunications between the test center and NES. A special workstation for the proctor will be provided. Host campuses will be expected to provide the space for the CAT test center at no charge. NES will train and pay test center proctors.

Test security. For security purposes, a digital camera will be used at CAT centers so that each candidate's picture can be taken and attached to his or her score report. (See the photo-bearing score report that is reproduced later in this section.) In addition, two video cameras for surveillance will be provided for each test center.



The test session is five hours long. Time remaining is displayed in this box. Use this information to pace yourself throughout the test.

Information about the total number of questions and the number of questions you have answered in each section is displayed in this box.

Instructions for answering the question below are provided in this box.

The current test section is displayed in this box.

3/8/XXXX 7:40:35 AM	4:59:25 Remaining	You have answered 1 of 42 reading, 0 of 53 math, and 0 of 40 writing questions. You have not seen the writing assignment.	Reading
<p>Read the selection below, written in the style of a college science textbook. Then answer the question at the right.</p> <p style="text-align: center;">Raising Lucy the Chimpanzee</p> <ol style="list-style-type: none"> 1. As we all know, before a human being can survive on its own, it needs many years of parental care and instruction. We think of animals as creatures of instinct, but in fact they too learn by observing. A baby chimpanzee must spend years watching its elders and then practicing the skills they demonstrate before it can take care of itself. 2. What would happen if a chimpanzee raised by humans were to be transferred to the wild? Could it adapt itself to such different surroundings? Could an adult acquire the new skills required to survive? Would it learn to socialize with other chimpanzees instead of with humans? Would it learn to gather its own food rather than opening the refrigerator for a ready-made snack? These were the questions faced in the case of a chimpanzee named Lucy. She was born in a roadside zoo and then raised almost like a human daughter by the Temerlins, a pair of American psychologists. Lucy lived in a house, "read" magazines for amusement, and even learned to communicate extensively with sign language. 3. When Lucy's "parents" heard about a program in Africa to return captive chimps to the wild, they wanted to see if the program could work for her. They had long been searching for a way to bring Lucy's captivity to an end, and this program, run by Stella and Eddie Brewer, seemed ideal. So the Temerlins and Janis Carter, a student who had been involved with their project, flew Lucy to Africa. 4. In Africa, however, it became clear to the Temerlins and Janis that Lucy would not benefit from the Brewers' program and would not survive on her own without a great deal of special help. Unlike the Brewers' chimps, Lucy had been raised for years as a human. It would, therefore, take much extra time and effort to help her develop the skills she would need for survival in the wild. Although the Temerlins left after a brief stay, Janis remained in Africa to help Lucy adapt to her new home. 5. Janis ended up staying with Lucy and other chimps in an African island refuge for the next ten years. Janis had to live almost as a chimp herself. She showed the animals how to build sleeping platforms and demonstrated how to eat green figs and ants, when 		<p>Read the selection at left, then answer the question below by clicking on the correct response.</p> <ol style="list-style-type: none"> 1. Which of the following statements best summarizes the information presented in the selection for study purposes? <ul style="list-style-type: none"> <input checked="" type="radio"/> A Like human infants, baby chimps must spend years watching and learning from their elders before they can take care of themselves. As a result, chimps that have been raised to behave like human beings are unlikely to have the skills needed to survive in the wild. The case of Lucy demonstrated, however, that such chimps do have the capacity to develop these skills. <input type="radio"/> B Lucy, a chimpanzee, was born in a roadside zoo and raised by the Temerlins, a pair of American psychologists. After teaching Lucy to live and communicate much like a human being, the Temerlins turned her over to Janis Carter, whose job it was to prepare the chimp for life in the wild. <input type="radio"/> C Animals learn how to take care of themselves in much the same way that humans do: by watching and practicing the skills demonstrated by their elders. This idea was first set forth by the Temerlins, a pair of psychologists, and was later conclusively proven by Janis Carter in her work with Lucy and other chimpanzees. <input type="radio"/> D Janis Carter devoted more than ten years to developing a program to help captive chimps learn the skills needed to survive on their own. Through her work Janis demonstrated that it was possible to teach such chimps how to build sleeping platforms, find food, and nurse their young. One of her more successful "students" was a chimpanzee named Lucy, who had been raised by two American psychologists. 	
<div style="display: flex; justify-content: space-around; align-items: center;"> Help Prev Question Next Question Answer Sheet Done </div>			

The scroll bar indicates additional text is provided. Scroll down to display additional text.

Click <Help> to display information about the different test functions. You may access <Help> at any time during the test.

Click this button to move to the previous question.

Click this button to move to the next question.

Click this button to display the electronic answer sheet. The electronic answer sheet will display the responses you have chosen for the questions you have answered and will show you which questions you have not yet answered.

Click this button to return to the main menu, where you may select a different test section or the <Test Finished> option. You may move from section to section and work on them in any order.



UNOFFICIAL EXAMINEE TEST RESULTS Computer Administered TASP® Test	
JOHN D. MATTAR 30 GATEHOUSE ROAD AMHERST, MA 01004 Social Security Number: XXX-XX-XXXX Date of Birth: 08/10/XX	
TASP® test date: 01/31/97 TASP® test center: 999 NES Amherst Office	
READING	MATHEMATICS
Your Score: 270	Your Score: 276
Passing Standard: 230	Passing Standard: 230
	College Level Alg Standard: 270
<u>SKILL AREA PERFORMANCE</u> Word Meaning +++ Main Idea and Detail..... +++ Writer's Purpose +++ Idea Relationships +++ Critical Reasoning +++ Study Skills +++	<u>SKILL AREA PERFORMANCE</u> Fundamental Math + Algebra +++ Geometry +++ Problem Solving +++
Your performance in the multiple-choice sections is indicated in the box next to each skill area title. You need to perform reasonably well in each skill area in order to pass the test. You will see one of the following designations concerning your performance for each skill area: +++ if you answered all or most of the questions correctly (skill area scaled score of 230–300) ++ if you answered some of the questions correctly (skill area scaled score of 170–229) + if you answered few or none of the questions correctly (skill area scaled score of 100–169) A description of the skills is contained in the TASP Test Registration Bulletin and The Official TASP® Test Study Guide .	
This is an unofficial record of your score(s) from the Computer Administered Texas Academic Skills Program Test. Your confirmed score report, including writing section results, will be mailed one week from the day your writing sample is received by National Evaluation Systems, Inc.	
You may not retake the Computer Administered TASP for 120 days. If you need to reregister, see the TASP Test Registration Bulletin for regularly scheduled test dates.	
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I have turned in my answer document and examinee preparation booklet and have received my unofficial examinee test results from my test administrator.

 Examinee Signature

 Date



A customized system for the MTTC program. Computerizing a test is not a simple matter of displaying a test on a computer screen. A computer-administered Basic Skills Test must satisfy many critical program and test design elements. The validity of the computerized test must match that of the paper-based test. The same test blueprint must be used for both test administration modes. Score reporting must be entirely compatible with paper-based score reporting.

Service to examinees. The computerized test will be fair and equitable, will offer significant enhancements in terms of access to testing and score reporting, and will be user-friendly, convenient, and as similar to paper-based testing as possible.

NES realizes that examinees approach testing with great variations in background, particularly in their experience and comfort level with computers. The NES design depends on a user interface that reduces to a minimum the impact of computer administration on examinees. Candidates with little or no prior computer experience will be able to view a system tutorial and will have ample access to help screens.

Service to institutions of higher education. Testing will be on selected Michigan campuses. The computerized testing system will be designed to have minimal impact on college personnel and facilities. Score reporting and examinee tracking will be fully integrated with paper-based functions. In addition, the system will be a self-contained “turnkey” operation. NES will provide and install all hardware, software, wiring, and telecommunications for the system and will maintain it in good working order.

Task II-2.6: Implement Late Registration System

NES sets registration timelines to provide candidates with every opportunity to register at the “standard fee” as close to the administration as possible, typically six weeks before the test administration. NES recognizes however, that circumstances can often prevent candidates from registering for the test six weeks before the test administration. Circumstances may include a medical problem causing a candidate to miss the registration deadline or the more common problem of a candidate being unaware of the deadline.

Late registration deadline. To accommodate candidates who miss the normal registration deadline, NES has in place for the MTTC a late registration period that allows candidates up to an additional three weeks beyond the normal registration deadline in which to register. Late registrants complete the identical registration form—either on paper or on the Internet—and submit it to NES within the late registration period along with an additional fee which is established by NES and the MDE. This fee covers the added costs of processing applications during this period.

This system reflects the same level of efficiency, courtesy to candidates, and quality control evident within the standard registration period. NES processes late registration materials as a separate “mini-registration.” Separate rosters, tests, and ancillary materials are produced after the bulk of the regular registration materials have been assembled and packaged. In this way NES is able to maintain to the same level of security and control of materials, and late-registered candidates have the same individualized labeled booklets and identification information on the candidate roster.



Task II-2.7: Implement Emergency Registration System

Emergency registration deadline. For candidates who need to register for a test very close to the test administration date, NES will provide an emergency registration period of two weeks' duration that closes about four days before the day of the test. Registration would be conducted by telephone or by Internet, with payment by a major credit card. An emergency registration fee will be required in addition to the test registration fee, to offset the additional expense of staffing, processing, and preparing supplemental test materials.

Thus, every candidate will typically have the opportunity to register until four days before the Saturday test date. Emergency registration phone lines will be staffed business days between 9:00 a.m. and 6:00 p.m., and Internet Registration will be available 24 hours a day, 7 days a week (with NES processing registrations during regular business hours) throughout all registration periods, including the emergency registration period.

Emergency registration is particularly helpful to candidates who may have been informed of their need to take the MTTC very late in the test administration period. Also, due to illness or other unforeseen circumstances, a candidate may have been unable to register during the regular or late registration periods. NES views emergency registration as a humane way of dealing with the many difficulties that candidates often encounter in meeting their educational preparation and testing requirements for certification.

Task II-2.8: Implement Fee Structure and Fee Waiver System

Testing fees. As per the RFP, the testing fees will not exceed the statutory ceiling for the basic skills test and for a subject area test.

Use of personal checks and credit cards. To maximize convenience and access to the program, NES will allow candidates to pay registration fees and special service fees with personal checks and/or major credit cards, as approved by the MDE. In addition, candidates will be able to use credit cards for emergency registration (which is conducted by telephone) and for Internet registration.

Fee waivers. NES will maintain the current system of providing fee waivers for financially disadvantaged candidates. NES will issue vouchers to the Department, which are to be distributed to candidates identified by Michigan institutions of higher education; up to about 200 vouchers will be issued per program year.

At present, the program uses guidelines and criteria established by the MDE and approved by the TEAC to determine the number of waiver vouchers to distribute to each institution. This number is based proportionally on the number of Pell grants awarded to students at each institution. NES will continue to apply these guidelines and criteria under the new contract unless the MDE directs us to modify them.

The form currently in use, which will serve as a mock-up of the new form, appears on the following page.



Convenience in scheduling tests. NES will institute an MDE and STAC-approved policy to permit examinees to have the option of taking two subject area tests in one administration session in a convenient sequence or in two sessions, as candidates desire. The constraints on this policy relating to tests with constructed-response items and test security concerns are discussed more fully under Task I-4.7.

TASK II-3. Printing and Distribution of Examinations and Materials

The MTTC calls for the development and production of a number of materials, including test booklets and answer documents and study guides. Seeing that these are prepared to program specifications, produced, and distributed involves a number of subtasks. Many of the production issues were discussed in Task II-2.

NES has prepared and currently distributes eight comprehensive printed study guides covering the content of the subject-area tests. With this contract, NES will post the study guides on the Internet as individual, downloadable files, permitting candidates to have convenient access, at no charge, to exactly the guides they need.

We have also been blueprinting and producing custom test booklets for the required MTTC test fields for each test administration since 1992. Test booklets are professionally formatted and have state-of-the art graphics.

Task II-3.1: Prepare Study Guides

Task II-3.2: Produce Operational Test Forms

Task II-3.3: Develop and Produce Faculty Manual

Task II-3.1: Prepare Study Guides

NES has found that study guides are an excellent way to inform both candidates and college and university faculty about a certification-testing program, while simultaneously helping candidates to prepare to take or retake the test(s). Each study guide will provide candidates with:

- information about how to prepare for and take the MTTC tests, including how to use the study guide
- information about the MTTC program and its constituent tests, including an overview of the steps in preparing the tests
- objectives for the basic skills and subject-area tests
- sample practice questions (at least 20) and answer keys that provide objective matching information for each item
- sample practice examinations
- a copy of the answer document used with the tests
- glossary of relevant terms (as necessary)



Making this information available reduces test anxiety that can negatively affect a candidate’s test performance; the information thereby contributes to program validity. A sample of a current MTTC study guide is in the Appendix.

Paper-Based Study Guides

Currently, there are eight NES-developed MTTC study guides covering the subject area tests. The study guide for the Basic Skills Test is printed in the registration bulletin. The MDE and NES will discuss possible changes to the study guides.

The titles of the guides are:

- Vol.1: Early, Elementary, and Middle Level Education
- Vol. 2: Language Arts
- Vol. 3: Social Sciences
- Vol. 4: Mathematics and Sciences
- Vol. 5: Foreign Languages
- Vol. 6: Technical and Vocational Education
- Vol. 7: Fine Arts, Health, and Physical Education
- Vol. 8: Special Education

Basic Skills Test study guide. Because the Basic Skills Test must be taken by all candidates, NES will include its study guide in the registration bulletin. This strategy maximizes access to the guide that is most universally required.

Production. The study guides will be printed with two-color covers and average over 100 pages each. They will be available for distribution or purchase at least one month prior to each administration.

Distribution. NES will send five copies of test objectives and study guides to each Michigan College and university and will send an additional five copies of each upon request at no charge. Study guide order forms, along with test information and registration bulletin order forms, will be available in print and online.

Updating. NES will review the study guides regularly with the MDE to ensure that they are updated as needed to reflect significant changes in test content or format.

Online Study Guides

NES will make available on the MTTC Web site the complete text of the MTTC study guides. Candidates may access and download the individual study guide(s) they need, including the test framework, practice test items, and tips for responding to multiple-choice items and constructed-response items.



The Internet version of the study guides will supplement the print versions, which may also be ordered via the Web site for candidates who prefer this option. A key difference in the two modes of delivery is that the printed study guides are bound in groups of test fields; in contrast, the Internet guides may be downloaded singly.

Basic Skills Practice Test

NES will post a full-length Basic Skills Practice Test on the Web, which candidates will be able to take online. The practice test will have the characteristics of an actual MTTC Basic Skills Test, including the same number of test items (multiple-choice items and the constructed-response writing assignment) in the same formats that candidates will encounter when they take the actual test. The Basic Skills Practice Test will be easily accessible to all candidates and potential candidates worldwide, and will feature automated scoring of the multiple-choice components of the test, with the multiple-choice score available in moments. The Basic Skills Practice Test is designed to help candidates prepare for the Basic Skills Test by becoming familiar with item content and formats.

Task II-3.2: Produce Operational Test Forms

A critical step in preparing for administration is the production of operational test forms. NES will continue to carefully manage the selection and sequencing of test items for each test, as we have since project inception, involving psychometric staff with experience in test construction.

Test form production. Following item selection, NES will sequence each test form and ready it for production. Because the items developed for this project will have been stored in a computer-based item banking system, generating the test forms involves well-established procedures.

The chief benefit to the MDE of the item-banking system is that it provides an added measure of quality control, ensuring that the most current version of each item is printed out for use on the test, while identification information regarding its test form, subarea, objective, and correct response are electronically transmitted for use at the data analysis stage. Moreover, it permits the most accurate method for producing comparable forms.

After generating the test forms with any necessary graphics, NES will subject camera-ready copies to a final proof. We will produce the forms in appropriate numbers according to the number of candidates for each test at each test site, plus overage. NES maintains strict security procedures throughout the test production process.

Answer documents. NES has developed custom answer documents for this program. The machine-scorable answer sheets (one for basic skills and one for subject area tests) have grid portions for the candidate to code his or her unique identification number and name. NES assigns this number as a part of the registration process. The candidate will also record this number on the writing response sheets for the basic skills test. This allows NES to match the essay sheets with the answer grids subsequent to the holistic scoring. In addition, answer documents are lithocoded for easy match up by machine to ensure that every candidate is given the correct scores.



Constructed-response items. The Basic Skills Test answer document includes the machine-scorable answer sheet and a separate section for the writing sample response. After the essays are scored, the results are recorded on machine-scannable scoring forms. NES can then easily associate essay responses with the grid portions of the answer sheet for each candidate.

Similarly, the Spanish test answer document includes the machine-scorable answer sheet and a separate section for the writing sample response. In addition, the Spanish test includes an oral performance assignment, for which candidate responses are recorded on audiotape. The scoring forms are machine-scannable and the audiotapes are coded with candidate identifying information.

As additional tests are developed or augmented with constructed-response items, NES will maintain the same attention to detail and quality control in preparing test booklets and answer documents and media.

NES materials development process. The quality control procedures that NES employs for the development of the materials mentioned in this proposal are described below. NES utilizes high performance office hardware and employs systematic procedures for comprehensive and repeated review of materials throughout the various stages of their development. NES's complete in-house production capability permits direct control of the materials. NES may submit drafts and camera-ready mechanicals of final materials developed for a project to MDE staff for their review.

NES combines the efficiency of the word processing, typesetting, and computer-based page design/layout systems with a number of project management procedures to ensure production of the highest quality.

- (1) NES staff develop draft materials, which are entered into NES's computer network.
- (2) NES project management and production staff, with the assistance of NES editorial staff, provide graphics and then proof and edit draft materials and supervise the completion of necessary revisions using the computer network.
- (3) NES project management staff review the revised draft materials and submit these to the Department for review.
- (4) Following MDE review and comments, NES project management staff make any necessary revisions and supervise the production of final materials.
- (5) NES production department staff proof final copy and supervise any necessary revisions on the computer network.
- (6) NES produces the materials on in-house equipment.
- (7) NES project management staff proof and sign off on final materials.
- (8) NES submits final materials to the MDE for review.



Production Department. A key component of this development process is the NES Production Department, responsible for a wide range of final products for a variety of clients. The content of the examination booklets, for example, must be 100 percent accurate. The Production Department encompasses the art/graphics shop, printing, production editing, and proofreading services.

For program materials that are to be printed, NES takes the following steps.

- (a) NES inventories materials before production. The inventory includes the camera-ready sheets and forms as prepared by NES.
- (b) As plates are made for printing, NES ensures that camera-ready materials are returned.
- (c) When initial prints are being run from plates, scrap sheets result before ink levels are correctly adjusted. These sheets are collected by NES for destruction.
- (d) During printing, extra copies of individual sheets are often produced. During collating and test assembly, NES ensures that any overproduction is collected for proper disposition.
- (e) Destruction of scrap or overage is monitored by the NES Production Manager and other project staff.
- (f) Collating and trimming of sheets is monitored by the NES Production Manager and other project staff.
- (g) NES ensures that the same individuals work on printing tasks and reproduction from day to day. Reproduction in the volume required for examinations often requires work over a period of time. It is important for security reasons that the work force assigned be identical throughout the printing stage.
- (h) Materials stored on a temporary basis are kept in specially designed, limited access, locked rooms. Within these rooms, materials are stored in locking files.

In short, NES ensures that full and accurate records are kept of every piece of paper generated during the production phase of this project. Scrap and overage are accounted for and destroyed; materials are secured and locked over night. Destruction of scrap or extra paper is carefully monitored.

Distribution. The distribution of the test administration materials is systematic and timely. NES implements sufficient internal checks on quality control to ensure that correct information and materials arrive at each site.

NES assembles the necessary packaging materials, including boxes and/or heavy-duty envelopes, at this time. NES organizes the materials to be sent to each testing site according to the information obtained through candidate registrations. NES institutes two important checks as the materials are assembled: (1) test booklets are checked to make sure that they are totally usable; and (2) the numbers of materials are checked and rechecked against the master list to ensure that sufficient quantities have been included.



The test materials and inventory sheets are packed in containers with adequate information for their unpacking. The containers are reusable and are marked “Save for Return to National Evaluation Systems.” Additional tape or binding materials are provided with the containers so that they can be resealed quickly by the Chief Test Administrators.

Task II-3.3: Develop and Produce Faculty Manual

In producing score reports for this program, there will be a wealth of information to be understood and utilized. We want to make the score reports as easy to interpret as possible. For this purpose, NES proposes to develop and produce a Faculty Manual in paper and/or online form. This document seeks to support colleges and universities as they work with students and consider possible program changes.

It will be distributed free of charge to faculty of teacher preparation programs. Report interpretation. The Manual will contain general information about the program and, more importantly, annotated copies of each of the reports generated for teacher education institutions. Each report will be discussed in detail. NES will augment explanations of each report with a discussion of how to interpret that information and make it useful for program evaluation and reform.

Curriculum information. The Manual will also show how the information from this program may be used to improve teacher education in Michigan. It will offer information to teacher educators to work with students in gaining the skills needed for passing the test. The Faculty Manual will provide help in understanding objectives, working with items, and remediating problem areas.

A suggested Table of Contents for the Manual is attached. A sample from another project may be found in the Appendix.

TASK II-4. Scoring Examinations and Reporting Examination Results

Task II-4.1: Prepare Materials for Analysis

NES has worked with the MDE and the TEAC and STAC to develop scoring policies for the MTTC program, including policies for scoring the Basic Skills writing assignment, the Spanish written performance assignment, and the Spanish oral performance assignment. The MTTC tests are scored under secure conditions, and test results are produced for examinees and the MDE within four weeks of the test administration date. Examinee score reports provide information to examinees and institutions of higher education that prepare teachers.

Multiple-choice item scoring. As examinees’ answer documents are inventoried, NES processes and analyzes the data to produce scores and prepare score reports. The machine-scorable portion of the answer document will be checked to ensure that the necessary identifying information (e.g., examinee identification information, test code, etc.) has been appropriately recorded. Each answer document will be scanned and answer documents that do not complete scanning will be visually checked. Examinees’



responses to the multiple-choice items will be electronically scored based on established answer keys.

Item Analyses. After each test administration, item performance will be reviewed before examinee scores are reported. Items designated as scorable will contribute to candidates' scores.

For multiple-choice items, a preliminary item analysis will be conducted for each test form. Items with predetermined characteristics will be flagged for review before examinees' scores are calculated.

The accuracy of each flagged item will be reverified before examinees' scores are calculated. If ten or fewer examinees have taken a test form, cumulative item statistics (i.e., those from more than one test administration) may be sought in flagging items for review.

Task II-4.2: Scoring Performance Assignments

Performance Assessment Scoring Center. The scoring of performance assignments for the MTTC will be managed through the Performance Assessment Scoring Center at NES. The Center is a permanently staffed entity at NES that specializes in dealing with essay and other performance assessment scoring components of NES projects. The Center is described in the Management section of this proposal. Center staff have worked in projects where the writing samples were scored by a trained and established group of readers and in projects in which scoring was conducted on the site of sponsoring agency. In the latter case, the Center is responsible for assisting in recruiting and training readers.

Focused holistic scoring. The performance assignments included on the Basic Skills and Spanish tests (and on additional tests on which constructed-response items are included under the new contract) will be scored under secure conditions, using a focused holistic scoring process. Typically, each response to a performance assignment will be scored by two scorers, with additional scoring by others as needed. Scorers will record their scores on separate machine-readable sheets.

Focused holistic scoring is typically used for items intended to elicit an extended and/or complex response that must be judged according to several performance characteristics. Focused holistic scoring entails assigning scores based on an overall, holistic impression of the response, informed by focusing on a defined set of performance characteristics associated with the scoring scale.

For the Basic Skills written performance assignment, the Spanish oral performance assignment, and the Spanish written assignment, scores will range from a low of "1" to a high of "4." A separate code will be assigned to blank or unscorable responses, such as responses that are illegible/unintelligible, not relevant to the assigned topic, prepared primarily in a language other than the one called for by the assignment, or of insufficient length to score.



In the holistic scoring model, two independent scorers score examinee responses. Unless there is a discrepancy in the scores assigned by the independent scorers, the two scores will be combined to determine a final score for the assignment. For each test, “discrepant scores” are defined according to guidelines approved by the MDE, TEAC, and/or STAC. If the scores assigned are discrepant, a third scorer and/or chief scoring personnel will score the response as needed to resolve the discrepancy.

Scoring personnel selection and recruitment. Training for MTTC scoring sessions takes place typically under the direction of the NES Scoring Director and one or more Chief Readers. Chief Readers typically hold a doctoral degree and have high school and/or college teaching experience. Assistant Chief Readers (ACRs), who support the responsibilities of the Chief Readers, are experienced MTTC scorers who have successfully completed an intensive ACR training seminar conducted by NES staff.

Scorer selection criteria. NES selects scorers who are qualified according to criteria approved by the MDE. The scorer qualifications for the Basic Skills and Spanish tests are presented below.

Basic Skills written performance assignment. To score the Basic Skills written performance assignment, individuals are expected to have the following:

- English or related Language Arts degree, AND
- Teaching experience at the elementary, secondary, or college level

Spanish performance assignments. To score the Spanish oral performance assignment and written performance assignment, individuals are expected to have the following:

- Spanish content expertise and/or Spanish teaching certificate, AND
- Teaching experience at the elementary, secondary, or college level

Similar criteria will be established with the MDE for performance assignments added to new or existing test fields.

Michigan scorers. The scoring of the performance assignments for the Basic Skills Test, the Spanish test, and any additional tests to which constructed-response items have been added will include suitably qualified Michigan educators. NES will make arrangements to invite Michigan educators to the scoring sessions and to cover their reasonable expenses in participating.

The typical scoring period spans three working days, including the first day of scorer training. Scorers are closely monitored throughout each scoring session, and their participation in future sessions is strictly contingent upon the quality of their performance as MTTC scorers.

Selecting training materials. NES staff work with the MDE to prepare training materials for each session. As needed, NES conducts a Rangefinder Review Conference with the MTTC Rangefinder Committee to select rangefinder responses that represent examples of candidate performance at each of the possible score points. The selection of rangefinders aids in establishing consistency across administrations of the tests. Through the careful selection of rangefinders, a given level of performance can be assigned a similar score from one administration to the next, regardless of the particular



writing prompt used. Responses included in the rangefinder sets are also used during training to illustrate various issues that must be considered during scoring.

Scorer orientation. Before they are permitted to score examinee responses, scorers will be oriented to the background of the MTTC, the context of the scoring task, the tasks they will perform, the procedures they will follow, the scoring scale, the performance characteristics that will guide their scoring judgments, and the assignment used on test forms for the current test administration.

Typically, scorers will receive practice in scoring training sets of responses to which scores have already been assigned, generally including both historic anchor responses that were used in the first test administration and current marker and training responses that apply to prompts that were used on test forms for the current test administration.

During scorer training and calibration activities, scorers must apply scores to responses in a manner that is consistent with the standards approved for the program. Performance of scorers will be monitored by NES. Specific areas monitored during each scoring session include scorers' ability to understand and apply the established scoring scale, the consistency of the scores assigned in comparison with those assigned by the second scorer, and the scorers' ongoing consistency over time.

Only individuals who have successfully completed the orientation, including the calibration activities, will be permitted to participate in the scoring session. A typical orientation session includes the following components.

The background of the program. The orientation session begins with a discussion of the testing program and its basis in Michigan laws and regulations.

The context of the scoring tasks. The scorers are given information about the context for the particular assignment that is to be scored. Scorers are informed of the part that their scoring activities play in determining the test score.

The task. Scorers receive an introduction to the fundamentals of focused holistic scoring. A basic understanding of the nature of the judgmental task is provided, in terms of its similarity with and dissimilarity from other scoring tasks that the scorers may have experienced.

Procedures. Scorers receive an orientation to the procedures that they are asked to follow, including the procedures for receiving packets of responses to score; marking scores on scoring sheets; and returning completed scoring packets to NES. They are also informed of the quality control and checking procedures that are used during the scoring session.

Scoring scale. The scorers are introduced to the scoring scale(s) for the assignment(s) they will be scoring. Each performance assignment is scored on a four-point scale, with "1" representing the low end and "4" the high end. This is followed by a discussion of each of the score points, with particular attention to the specific description of each score point.



Performance characteristics. Scorers read and discuss the performance characteristics that apply to each score point on the scoring scale. They are oriented to relating each score point on the scoring scale to the appropriate scoring criteria and performance characteristics of the responses.

The scoring trainer. The trainer, who may also be the Chief Reader, directs the orientation activities. A key aspect of training is the use of training sets of responses. Typically, training sets include responses chosen to illustrate (1) the “center” of each score point; (2) the “borderlines” between score points (e.g., high 1/low 2, high 2/low 3, high 3/low 4); and (3) “problem” responses, such as responses that are short, display poor handwriting/audio quality, or contain questionable content. Orientation also focuses on issues of equity and fair application of the scoring scale.

Scoring Manual. The orientation process will be facilitated by the use of several aids, including test-secure manuals to which the scorers are asked to refer during orientation and scoring activities. Included in the manuals are a copy of the directions to which examinees responded; a copy of the test item(s) and prompt(s) that elicited the examinee responses; the scoring scale and performance characteristics; and a description of the procedures to be used by scorers in completing their tasks.

Calibration. Scorers must successfully complete calibration activities during the orientation process. At various points in the holistic scoring process, scorers will be recalibrated to the scale, typically through discussion of specific responses. Scorers must demonstrate continued scoring accuracy on the responses; if they do not, they will receive additional, individual reorientation before proceeding with scoring.

The scoring process. After completing the appropriate orientation, scorers will receive packets of, typically, 10 to 20 examinee responses to score. Each scorer will independently read the responses in the packet and assign each one a score. Typically, scores are recorded on a separate, machine-readable scoring form. As packets of responses are completed, they are turned in to scoring staff, who log them in on record-keeping sheets, remove the machine readable scoring form, and recirculate them to a different scorer, as appropriate.

Score reconciliation. Scoring forms for responses that have been scored twice are processed. The pair of scores assigned to each response is compared with the rules of scoring, and those responses needing further consideration are identified.

Quality control. The scoring process is designed to maintain the quality of the scores through orientation, calibration, and recalibration of scorers; monitoring of scorer performance; and Chief Reader observations.

Scorer performance on the twice-daily recalibration assessments will be only one way by which the NES Scoring Director and Chief Readers will monitor scorer performance throughout the scoring session. Any candidate response that receives scores defined as discrepant will receive an independent third reading, and any scorer involved in a discrepancy may be consulted by one of the Chief Readers.



In addition, the performance of scorers will be continually monitored by comparing their scores with those of their partners (i.e., the other holistic scorer for each response read) and with the performance of the scoring room as a whole. The Scoring Director will provide individual scorers with a computer-generated printout of these performance statistics periodically throughout the scoring session to aid scorers in assessing their own performance. This Scorer Performance Analysis Report provides information regarding the scorer's mean score assigned, number of papers scored, distribution of assigned scores, and agreement ratings. A sample of the report appears on the following page.

In addition, NES will generate an Executive Summary Report. This report will provide the Scoring Director with ready access to information useful in monitoring individual scorer performance.

Task II-4.3: Analyze Test Data

NES will design and implement an electronic test verification system similar to the current system.

NES will use its proprietary computer programs on in-house equipment to produce custom score reports and analyses for individual candidates, the MDE, and teacher education institutions. NES and the MDE, in consultation with the STAC, will discuss both the content and format for the analyses. We suggest that a selection of analyses similar to those described in the field test component be carried out. NES will analyze the data for each test field separately.



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 DO NOT REMOVE FROM PREMISES

Performance Analysis for Scorer 0114

Number of Responses Scored: 187

Mean score assigned:
 By you 3.0
 By partners 2.9

DISTRIBUTION OF SCORES:

Score	Scorer	Num	Percent	Percentage of Each Score Assigned By You (****) vs. Partners (####)
1	You	11	6%	1*****
1	Partners	9	5%	#####
2	You	32	17%	2*****
2	Partners	45	24%	#####
3	You	92	49%	3*****
3	Partners	86	46%	#####
4	You	52	28%	4*****
4	Partners	47	25%	#####

DISTRIBUTION OF SCORING DIFFERENCES:

	Number	Percent
A:..... Two or more points lower than partner	2	1%
B:..... One point lower than partner	34	18%
C:..... Same score as partner	110	59%
D:..... One point higher than partner	39	21%
E:..... Two or more points higher than partner	2	1%
Total number of discrepancies (A + E)	4	2%



Classical Analyses

For each exam, NES will calculate:

- mean test score and standard deviation of scores
- Kuder-Richardson (KR-20) reliability
- Livingston's CRT reliability estimate
- standard error of measurement
- item p-values (percent correct)
- item-to-objective and item-to-test point-biserial correlations
- response distribution by item
- ability-level analysis (delta) by response distribution
- distribution of candidate responses (percent of candidates, total and by reporting group, selecting each response)

Preliminary Item Analysis

Before generating final score reports, NES conducts a preliminary item analysis and review. Preliminary item analysis has two basic purposes:

- (1) to verify that there are no errors in the test form or answer key (that the items and correct responses are as approved) and
- (2) to verify the accuracy and correct responses of committee-approved items with questionable statistics.

Preliminary item analysis occurs within a few days after each test administration upon completion of answer sheet log-in and scanning. Preliminary item analysis includes:

- preliminary item statistics by test
- frequency distribution reports
- answer keys

During preliminary item analysis, items that have an unusually low percentage of candidates giving the correct response (p-value), a non-modal correct answer, or unusually low point biserial or item discrimination statistics are flagged for review.



NES verifies the test form version of flagged items against the committee approved version for accuracy of the text, correct response and graphics. In addition, items are reviewed by content specialists to reconfirm the accuracy of the item. Project staff also check any candidate item comments received following the test administration. Items for which candidates provide comment are also verified using the above procedure.

Test Form Equating

Equating is the process of ensuring that different forms of a test (i.e., test forms with different test items) produce similar results. NES uses both judgmental and statistical methods for equating test forms. Judgmental methods are used during the preparation of test forms. Statistical information is used in the production of test forms. In addition, statistical equating is completed after each test administration to ensure the comparability of different test forms.

Different models for selecting items for test forms (i.e., item substitution) and performing associated test score equating may be employed for the MTTC program, depending on the number of examinees who are expected to take the tests and other factors in the observed score distributions for the two test forms that are to be equated.

Z-score equating. Generally, for MTTC content area fields, new test forms are created so that all scorable items were present on the previous forms as either scorable or nonscorable items. The mean and standard deviation are computed for the set of items that were scorable on the previous test form and for the set of items that will be scorable on the new form, using the item response data of examinees who took the previous form. A score conversion method called z-score equating is applied to determine the score on the new form that corresponds to the passing score of the previous form.

Tucker linear equating. For Basic Skills, the set of scorable items on the new test form will be selected such that some items may be previously scorable items, some may be previously nonscorable items, or some items may be unique to the new form. For this field, the Tucker linear equating model is applied to determine the equated passing score. The set of items that is common to the previous and new forms is used to estimate total test statistics (mean and standard deviation) for scorable items on the previous form and scorable items on the new form for the total group of examinees. These statistics are then used to derive a score conversion equation to determine the score on the new form that corresponds to the passing score on the previous form.

Comparability of performance assignments. For the Basic Skills test and the Spanish test, different performance assignments are typically used on each test form. Judgmental methods are used to establish the comparability of the performance assignments that are used on successive test forms. Suitable statistical methods for equating performance assignments are not yet widely accepted, and such methods as exist would require far greater numbers of examinees than are available in the typical Basic Skills and Spanish test administrations.

The following judgmental methods of establishing the comparability of performance assignments from test form to test form are typically used for the Basic Skills and Spanish tests.



Scoring scales. For each performance assignment type, an approved standardized scoring scale (with an associated set of performance characteristics) is used to assign scores to examinee responses. The scoring scale provides a written, standardized description of the “typical” response at each level of the scoring scale. The same scoring scale is used to score responses to all performance assignments of a particular type across test administrations and across different test forms. The use of a standardized scoring scale helps to ensure the comparability of scores assigned to different individual performance assignments within each item type.

Marker responses. Based on the score point descriptions in the scoring scale, a set of responses is selected for each performance assignment to serve as exemplars of each point on the scoring scale. These marker responses are typically used to train and calibrate scorers to help ensure that the standardized meaning of the approved scoring scale is applied accurately and consistently to examinee responses.

The “historic anchor set” of marker responses are usually those marker responses for the performance assignment that was administered at the first operational administration of the test field. Future sets of responses to the performance assignment are calibrated to this set of responses. The historic anchor set is also typically used to orient scorers for subsequent test administrations before discussing the marker responses for the current performance assignment.

The use of the historic anchor set of marker responses, together with the standardized scoring scale and performance characteristics, helps to ensure continuity and consistency in scoring over time, across test forms and test administrations. Scores retain a consistent meaning over time, and examinees’ responses can be judged similarly regardless of when they take a test or which test form they take.

Scorer orientation, calibration, and monitoring. The consistency of scoring across test forms is further supported by the consistent application of standardized procedures for orienting, calibrating, and monitoring scorers during scoring sessions following each test administration. Standardized procedures for scoring are designed to help ensure that the scoring scale for each performance assignment is applied consistently across test administrations and test forms.

Using the analyses to make decisions. Based on the above reviews, NES will conduct item analyses and produce item statistics for MDE review, will equate as necessary for each test, and will provide passing score information for each test that has had a standard-setting review. The MDE will give final approval of the item statistics and is responsible for making final passing score decisions. NES will present the available information on which to base the decisions and will advise the MDE of the factors involved in setting the passing score.

NES strives to use the best available data and analysis techniques at all times. Therefore, when making decisions about item suitability or when equating test forms from administration to administration, we carefully consider techniques available. We refer the reader to the Key Issues in the Appendix where test equating and bias statistics are discussed in more detail.

NES is assisted in planning its analyses by the STAC and by Dr. Ronald A. Berk and Dr. Robert L. Brennan, who are among this country’s foremost psychometricians.



Task II-4.4: Review Results with MDE

As described above, NES conducts a thorough and complete review of the test results. NES will review results with the MDE to facilitate final decision-making on the status of items and results. Upon completion of data analysis, NES will forward to the MDE the following information:

- Item Statistics (with recommendations for any actions based on preliminary item review);
- Frequency Distribution Report (included in Item Statistics printout);
- Documentation of any revisions made to answer keys during preliminary item review;
- Equating information for MDE consideration of any passing score changes.

Revenue/expenditure reporting. Following each test administration, NES will provide to the MDE a report of revenues and expenditures from test administration. The content and format of the report will be determined in consultation with the MDE.

NES will prepare a quarterly report that summarizes the number of examinees registered by test administration and test that the MDE may use to project the expected fee reimbursement. The report may be modified to include a summary by test name, and be produced quarterly as necessary for the MDE. A sample of the report as it would appear at the end of the testing year is displayed below.

Test Administration Date	Test Fee	Number of Examinees
2001.10.06	74.00	3387
2002.01.12	74.00	4759
2002.04.20	74.00	5038
2002.07.13	74.00	4662
TOTAL		17837
2001.10.06	59.00	1568
2002.01.12	59.00	2105
2002.04.20	59.00	2010
2002.07.13	59.00	1873
TOTAL		7556
2001.10.06	49.00	3748
2002.01.12	49.00	4517
2002.04.20	49.00	4438
2002.07.13	49.00	5066
TOTAL		17769

Ownership of data. The test data generated during the administration is the property of the Department. It will not be disseminated without the approval and consent of the MDE. Further, other program data, such as the item performance statistics, will be provided to the Department upon request.



Task II-4.5: Generate and Distribute Reports

Candidate reports. Within four (4) weeks after each test administration, NES will produce test result reports for individual candidates. Test score reports will be mailed to examinees the Monday four weeks after the Saturday test date unless that Monday is a holiday in which case the reports will be mailed on the next business day. NES will send these reports to all examinees by U.S. mail and, for examinees who registered via the Internet, NES will post the scores securely on the MTTC Web site (accessible only with proper identifying information). Further, for candidates who registered via the Internet and indicated that they wished to receive their scores in this way, NES will send them via e-mail. NES may withhold score reports from individuals who have unpaid balances for any unpaid fees, whether they are special service fees or the Test Fee.

The MTTC Individual Score Report provides the following information:

- examinee identification information;
- the name(s) of the test(s) included on the report;
- the test administration date included on the report;
- notification that the examinee’s scores have been sent to the Michigan Department of Education and the Michigan teacher preparation program(s), if applicable, designated by the examinee;
- the examinee’s score and the passing score for each test taken by the examinee (for the Basic Skills test, this information is provided for each subtest);
- an indication of the status of the examinee as having met or not met the passing score for each test (subtest for the Basic Skills test);
- an indication of the examinee’s performance on each sub area in each test (or subtest) taken by the examinee;
- analytic scoring for the writing section of the Basic Skills test that provides more detailed feedback on the examinees performance if the examinee did not meet the minimum passing score;
- a cumulative Basic Skills status that provides a summary of the passing status for each of the test sections.

Score Interpretation Guide. This important document will be printed on the back of the each candidate’s Individual Score Report. The chief purposes of the guide are (1) to aid the candidate in understanding his/her scores and how they were determined, and (2) to orient the individual who does not pass one or more subtests for restudy, remediation, and retaking of the test.

Examples of the current Individual Score Reports for the MTTC are provided in this section. Examples of ISRs from other NES programs can be found in the Appendix.



Michigan

Test for Teacher Certification (MTTC)

100/001

Test Date: January 11, 2003

See the back of this page for an explanation of how to read your score report.

Report 1 of 1

TO: SAMPLE EXAMINEE
123 ANY STREET
DETROIT, MI 48227

Basic Skills Reading Section

Total Score: 235

Status: Passed

Minimum Passing Score: 220

Number of Questions	Subarea Name	Subarea Performance Index
1 to 10	Word Meaning.....	+++
1 to 10	Main Idea and Detail.....	++
1 to 10	Writer's Purpose.....	+++
1 to 10	Idea Relationships.....	+++
1 to 10	Critical Reasoning.....	+
1 to 10	Study Skills.....	++

Basic Skills Mathematics Section

Total Score: 294

Status: Passed

Minimum Passing Score: 220

Number of Questions	Subarea Name	Subarea Performance Index
11 to 20	Fundamental Math.....	++++
11 to 20	Alg. Graphing, Equations, & Operations.....	++++
1 to 10	Geometry and Reasoning.....	++++

Basic Skills Writing Section

Total Score: 220

Status: Passed

Minimum Passing Score: 220

Your writing sample shows that you have met or exceeded the minimum passing standard.

.....

.....

.....

Cumulative MTTC Basic Skills Status

Reading: Passed

Mathematics: Passed

Writing: Passed

Examinee Name: SAMPLE EXAMINEE

Social Security Number: 123-45-6789

Your scores have been sent to the Michigan Department of Education and the following Michigan institution:

Univ. of Michigan - Flint

National Evaluation Systems, Inc.™



How to Read Your Score Report

Overview. This report provides your scores for the Michigan Test for Teacher Certification (MTTC). For each test you took, it indicates your overall score, whether or not you passed, and your performance on each subarea of the test.

Total Test Score. The total score is based on all sections of the test. Results are reported on a scale with a range of 100–300. A scaled score of 220 represents the minimum passing score for each test. Passing scores for the MTTC were established by the Michigan State Board of Education based on recommendations of panels of Michigan educators. The passing score is designed to reflect the level of knowledge and skills required for effective performance in Michigan schools. Your total score is based on the number of multiple-choice questions you answered correctly in combination with the score(s) on any performance assignments on your test.

Subarea Scores. The report indicates your performance on each test subarea. Although you do not "pass" or "fail" individual subareas, this information will help you understand your areas of strength and/or weakness.

Multiple-Choice Subarea Scores. These scores should be interpreted with caution since subareas contain varying numbers of questions. For each subarea containing multiple-choice questions, you will see one of the following designations.

- ++++ if you answered most of the questions correctly (scaled subarea score of 260–300)
- +++ if you answered many of the questions correctly (scaled subarea score of 220–259)
- ++ if you answered some of the questions correctly (scaled subarea score of 180–219)
- + if you answered few or none of the questions correctly (scaled subarea score of 100–179)

Performance Assignment Subarea Scores—Spanish Test. Written and oral responses to performance assignments are reviewed and evaluated independently by at least two scorers using four-point score scales that describe varying levels of performance (the score scales are provided in the MTTC Registration Bulletin). For each performance assignment, you will see one of the following designations.

- ++++ if your response showed strong skills (see score point description "4")
- +++ if your response showed satisfactory skills (see score point description "3")
- ++ if your response showed limited skill (see score point description "2")
- + if your response showed a lack of skill (see score point description "1")

Descriptions of each test, including the list of subareas and objectives, are available at departments of education at Michigan colleges and universities, at the Michigan Department of Education, and in the MTTC study guides.

Test Status. Your score report also indicates your test status ("Passed" or "Did Not Pass"). If a test contains performance assignments (such as speaking or writing assignments), you must attempt all performance assignments or you cannot pass the test regardless of your scores on the other subareas.

Reading a Sample Subject-Area Test Score Report. Below is a sample score report for an examinee named Pat.

# of Questions in Subarea	Subarea	Subarea Performance Index	# of Questions in Subarea	Subarea	Subarea Performance Index
Test Field: 05 Reading Total Score: 210 (A) Minimum Passing Score: 220 Status: Did Not Pass					
11–20	Foundations of Reading.....	+++	21–30	Instructional Practices.....	+
21–30	Assessment, Diagnosis, and Evaluation.....	+++ (B)	11–20	Role of the Reading Professional.....	++ (C)

In the sample, Pat did not pass the test (total score of 210 (A) compared to the minimum passing score of 220). Pat performed well on two subareas of the test: Foundations of Reading (+++) and Assessment, Diagnosis, and Evaluation (+++) (B). However, Pat did not perform well on two subareas of the test: Instructional Practices (+) (C) and Role of the Reading Professional (++). When preparing to retake the test, Pat should probably focus on these two subareas, paying particular attention to the Instructional Practices subarea. This subarea has been given more emphasis in this field, as indicated by the number of questions included on the test (21–30 questions) (D).

Basic Skills Test Score Report. For Basic Skills, your status on each section taken at this administration (Reading, Mathematics, Writing) is provided along with your section score. In "Cumulative Status," you will find your overall status for each section: "Passed," "Not Yet Passed," or "Not Yet Taken."

Reporting of Scores. Your scores have been forwarded to the Michigan Department of Education and to the Michigan institution(s) you indicated on your registration form, unless you provided written notification to National Evaluation Systems, Inc. (NES®), not to release any of your test results to that institution. You should keep this score report for your own records.

Retaking the Test. If you need to retake a test, please consult the MTTC Registration Bulletin for information on registering.



Michigan

Test for Teacher Certification (MTTC)

100/034

Test Date: January 11, 2003

See the back of this page for an explanation of how to read your score report.

Report 1 of 1

TO: SAMPLE EXAMINEE
123 ANY STREET
DETROIT, MI 48227

Test: 02 English

Total Score: 220

Status: Passed

Minimum Passing Score: 220

Table with 3 columns: Number of Questions, Subarea Name, Subarea Performance Index. Rows include Meaning and Communication, Literature and Understanding, Genre and Craft of Language, and Skills and Processes.

Test: 84 Social Studies

Total Score: 185

Status: Did Not Pass

Minimum Passing Score: 220

Table with 3 columns: Number of Questions, Subarea Name, Subarea Performance Index. Rows include Historical Perspective, Geographic Perspective, Civic Perspective, Economic Perspective, and Inquiry & Public Discourse & Dec. Making.

Examinee Name: SAMPLE EXAMINEE

Social Security Number: 123-45-6789

Your scores have been sent to the Michigan Department of Education and the following Michigan institution: Univ. of Michigan - Flint



How to Read Your Score Report

Overview. This report provides your scores for the Michigan Test for Teacher Certification (MTTC). For each test you took, it indicates your overall score, whether or not you passed, and your performance on each subarea of the test.

Total Test Score. The total score is based on all sections of the test. Results are reported on a scale with a range of 100–300. A scaled score of 220 represents the minimum passing score for each test. Passing scores for the MTTC were established by the Michigan State Board of Education based on recommendations of panels of Michigan educators. The passing score is designed to reflect the level of knowledge and skills required for effective performance in Michigan schools. Your total score is based on the number of multiple-choice questions you answered correctly in combination with the score(s) on any performance assignments on your test.

Subarea Scores. The report indicates your performance on each test subarea. Although you do not "pass" or "fail" individual subareas, this information will help you understand your areas of strength and/or weakness.

Multiple-Choice Subarea Scores. These scores should be interpreted with caution since subareas contain varying numbers of questions. For each subarea containing multiple-choice questions, you will see one of the following designations.

- ++++ if you answered most of the questions correctly (scaled subarea score of 260–300)
- +++ if you answered many of the questions correctly (scaled subarea score of 220–259)
- ++ if you answered some of the questions correctly (scaled subarea score of 180–219)
- + if you answered few or none of the questions correctly (scaled subarea score of 100–179)

Performance Assignment Subarea Scores—Spanish Test. Written and oral responses to performance assignments are reviewed and evaluated independently by at least two scorers using four-point score scales that describe varying levels of performance (the score scales are provided in the MTTC Registration Bulletin). For each performance assignment, you will see one of the following designations.

- ++++ if your response showed strong skills (see score point description "4")
- +++ if your response showed satisfactory skills (see score point description "3")
- ++ if your response showed limited skill (see score point description "2")
- + if your response showed a lack of skill (see score point description "1")

Descriptions of each test, including the list of subareas and objectives, are available at departments of education at Michigan colleges and universities, at the Michigan Department of Education, and in the MTTC study guides.

Test Status. Your score report also indicates your test status ("Passed" or "Did Not Pass"). If a test contains performance assignments (such as speaking or writing assignments), you must attempt all performance assignments or you cannot pass the test regardless of your scores on the other subareas.

Reading a Sample Subject-Area Test Score Report. Below is a sample score report for an examinee named Pat.

# of Questions in Subarea	Subarea	Subarea Performance Index	# of Questions in Subarea	Subarea	Subarea Performance Index
Test Field: 05 Reading Total Score: 210 (A) Minimum Passing Score: 220 Status: Did Not Pass					
11–20	Foundations of Reading.....	+++	21–30	Instructional Practices.....	+
21–30	Assessment, Diagnosis, and Evaluation.....	+++ (B)	11–20	Role of the Reading Professional.....	++ (C)

In the sample, Pat did not pass the test (total score of 210 (A) compared to the minimum passing score of 220). Pat performed well on two subareas of the test: Foundations of Reading (+++) and Assessment, Diagnosis, and Evaluation (+++) (B). However, Pat did not perform well on two subareas of the test: Instructional Practices (+) (C) and Role of the Reading Professional (++) (D). When preparing to retake the test, Pat should probably focus on these two subareas, paying particular attention to the Instructional Practices subarea. This subarea has been given more emphasis in this field, as indicated by the number of questions included on the test (21–30 questions) (D).

Basic Skills Test Score Report. For Basic Skills, your status on each section taken at this administration (Reading, Mathematics, Writing) is provided along with your section score. In "Cumulative Status," you will find your overall status for each section: "Passed," "Not Yet Passed," or "Not Yet Taken."

Reporting of Scores. Your scores have been forwarded to the Michigan Department of Education and to the Michigan institution(s) you indicated on your registration form, unless you provided written notification to National Evaluation Systems, Inc. (NES®), not to release any of your test results to that institution. You should keep this score report for your own records.

Retaking the Test. If you need to retake a test, please consult the MTTC Registration Bulletin for information on registering.



Institution reports. Following each test administration, NES will send to each Michigan institution in hard copy, electronic (CD-ROM), and/or downloadable format, the following information:

- individual score reports for students who designated the institution to receive their results;
- a performance summary analysis, by subarea, for students who designated the institution to receive their results;
- a statewide performance summary;
- a performance summary analysis, by subarea, for students verified by the verification system to have attended the institution;
- a statewide performance summary of similar students.

Results will be reported separately for first-time test-takers and for the number and percent passing after one or more attempts for each test.

Samples of some of these reports for the MTTC are provided in this section.

Web-based, downloadable report information. NES will report individual and aggregated results to candidates' educator preparation institutions in ways and formats that are most useful to the institutions. A downloadable database of candidates, results, and test administration information will enable the institutions to verify that the candidates have had their educator preparation at the institution and to provide data to complete federal Title II reports.

State reports. Copies of the above reports will be sent to the state at the end of each testing year.

In addition to the information provided to individual candidates and educator preparation institutions, NES is able to report other data to the MDE. Potential reports include a statewide summary that lists the total number of candidates, the number and percent passing or failing, and provides score breakdowns by population group.

NES will discuss other reports with the MDE, based on the preferences of the Department for test information. For example, MDE may wish to receive reports with data aggregated separately for public and private institutions. NES will also provide the MDE with a data tape listing passing candidates for use in the state certification office and copies of item statistics reports and frequency distribution reports for each test administration.

NES also offers to provide for the MDE a Web-based query system and report writer, as described below, under Task II-4.7.



Michigan Test for Teacher Certification

Institution: College
 Test Date: October 05, 2002

DESCRIPTION OF REPORT

This report presents score information for each examinee who took the Michigan Test for Teacher Certification (MTTC) on the above test date and requested that his/her test results be sent to your institution. An asterisk (*) appears next to the names of examinees who did NOT also indicate that they currently attend your institution or were designated as ineligible during the institution verification process. The results for each test, or in the case of Basic Skills each subtest, are reported on a scale ranging from 100 to 300 with the passing score set equal to a scaled score of 220. To the left of the test score(s) the examinee's test status is listed (P=Pass; F=Not Pass; N=Not Taken).

KEY TO SUBAREA SCORES

Each MTTC test is defined by 2 to 8 skill areas called subareas. Each Basic Skills subtest of Reading, Mathematics, and Writing is also defined by subareas. Each of these subareas has been judged important by educators in the state of Michigan and has been adopted by the Michigan State Board of Education as eligible to be tested by MTTC. For each test, the examinee's performance on each subarea is indicated next to the examinee's total test score. Each subarea is listed as a number, and the text for each subarea is contained in the test objectives. Test objectives have been provided to the MDE and Michigan colleges and universities; test objectives are also contained in the MTTC study guides. For the Basic Skills test, the subareas for the Reading subtest are listed as 1-6, and the subareas for the Mathematics subtest are listed as 7-9. Examinee performance for each subarea is indicated as follows:

- 1 = Examinee answered few or none of the questions correctly (scaled subarea score of 100-179)
- 2 = Examinee answered some of the questions correctly (scaled subarea score of 180-219)
- 3 = Examinee answered many of the questions correctly (scaled subarea score of 220-259)
- 4 = Examinee answered most or all of the questions correctly (scaled subarea score of 260-300)

For the Spanish test, written and oral responses are evaluated using four-point score scales that describe varying levels of performance (these score scales are provided in the MTTC Registration Bulletin). Examinee performance for each performance assignment is reported as follows:

- 1 = the response showed a lack of skills (see score point description "1")
- 2 = the response showed limited skills (see score point description "2")
- 3 = the response showed satisfactory skills (see score point description "3")
- 4 = the response showed strong skills (see score point description "4")

For examinees who did not pass the Basic Skills writing subtest, a number corresponding to one of the seven analytic categories listed below is used to indicate each area of weakness.

- 1 = Appropriateness
- 2 = Unity and Focus
- 3 = Development
- 4 = Organization
- 5 = Sentence Structure
- 6 = Usage
- 7 = Mechanical Conventions

A score of "0" for the Basic Skills writing subtest or the Spanish performance assignments indicates that the examinee's written or oral response was unscorable. For the Spanish test, refer to the Institution Roster by Test Field for additional information about unscorable designations. For Basic Skills, the reason for an unscorable designation is listed under the UNSCR or Analytic column as follows:

- 1 = Not on the given topic
- 2 = Illegible
- 3 = Not in English
- 4 = Too short to score
- 5 = Blank



Institution: College
Test 02: English

Examinee Name	SSN	Test Date	Status	Scaled Scores	Subarea Perf.
B	4-1	10/05/02	F	207	2 2 2 3
C	0-7	10/05/02	P	235	3 3 3 3
M	6-16	10/05/02	P	228	2 2 3 3



Institution: College
 Test Date: October 05, 2002

Summary for Test 02: English

Subarea	Subarea Name	# of Items	Number of Examinees	Mean Scaled Score	Number (Percent) Passing	Number (Percent) Not Passing	Percentage of Examinees with Subarea Scaled Scores of 220 or Greater
					1	2	3
1	Meaning and Communication	11-20					
2	Literature and Understanding	21-30					
3	Genre and Craft of Language	21-30					
4	Skills and Processes	11-20					
Institution			3	223.3	2 (67%)	1 (33%)	33
Statewide			376	246.9	336 (89%)	40 (11%)	87
							67
							100
							68
							91
							93



Internet Score Reporting

Score reports for candidates. NES will provide an additional service for examinees starting with this contract—secure access to individual score reports via a secure Web site. The primary advantage to examinees will be the promptness of score reporting. Internet score reports will be made available the day that printed score reports are mailed, and can be accessed immediately without waiting for mail delivery. To access the report, an examinee will enter his or her identifying information.

NES is currently providing Internet score reporting in California to examinees who take that state’s California Basic Educational Skills Test (CBEST) or Reading Instruction Competence Assessment (RICA). A sample Internet score report screen is shown below.

RICA®		READING INSTRUCTION COMPETENCE ASSESSMENT™	Unofficial Score Report
Administration Date: 12/01/2001			
BEN JONES SAN DIEGO, CA			
Score Report Written Examination			
Passing Status: Pass			
The RICA was developed specifically for use in teacher credentialing. To preclude the use of RICA scores for purposes other than credentialing (e.g., employment, assignment), scores of passing candidates are not reported.			
Minimum Passing Score: Total Score of 81 out of 120			
Domain		Domain Performance Index	
I:	Planning and Organizing Reading Instruction Based on Ongoing Assessment	++	
II:	Developing Phonological and Other Linguistic Processes Related to Reading	+++	
III:	Developing Reading Comprehension and Promoting Independent Reading	+++	
IV:	Supporting Reading Through Oral and Written Language Development	++	
		Case Study Performance Index	
	Case Study (Domains I, II, III, IV)	++++	
Online score reports are unofficial and are not a substitute for an official RICA score report or a Passing Status Verification Slip.			
PREVIOUS RICA HOME PAGE NEXT			



Security of Internet score reports. The security of the examinee score reports available on the Internet may be ensured in a number of ways. First, the Internet score reports may be accessed by the examinee only after he or she provides identifying information (e.g., name, date of birth, unique examinee number). Second, access may be allowed only once. After a score has been successfully accessed it will not be accessible again. Third, score reports will be available on the Web for only a limited period (e.g., two weeks). Fourth, Internet score reports are unofficial. Attempts to alter an Internet score report and use it illicitly cannot have any impact on the official scores provided to the examinee, the educator preparation institutions, or the MDE.

Institution reports. NES will provide some or all institution reports electronically via the Internet from a secure Web site, as well as in hard copy and/or CD-ROM, as the institution wishes. NES has years of experience in providing secure, user-friendly electronic reporting to programs on the Internet.

Making materials available. One aspect of our support for this program is in our agreement to make available, upon request from the MDE, the individually identifiable data associated with the test administration for any candidate. Whatever the reason(s) the MDE may wish such materials, NES will make them available from secure storage as quickly as possible. These materials include, but are not necessarily limited to:

- attendance rosters of candidates for each administration at each site.
- individual candidate test booklets with identification codes in place.
- individual candidate answer sheets, including responses to both multiple-choice questions and writing prompts.
- individual candidate performance reports/score reports.
- any candidate materials retained by the Chief Test Administrator or proctor.

Annual Summary Reports for the MDE. NES offers to produce several reports for the MDE for test updating and test administrations during the year.

- (1) **MTTC Program Reports**—NES will provide the MDE with a summary report of the activities and developments in the MTTC program for the year just completed.
- (2) **Comparative Analysis Report**—NES will prepare and present annually a comparative analysis of the results and procedures of the MTTC to the results and procedures of educator certification testing programs in other states.
- (3) **Summary Results Report**—This report will present, for each test administration and the administrations during the year, the number of candidates who took each test and the number and percent of candidates who passed each test.
- (4) **Subarea Summary Report**—This report will list, for each sub area, the average score for the subarea and the average score for the test.



Institutional Reports Available over the Internet

Last Name	First Name	SSN	Test Code	Admin. Date	Status	Score(s)
"A	" "M	3	6 84	"10/05/02"	"F" " " "	217
"A	" "E	3	4 28	"10/05/02"	"F" " " "	198
"B	" "N	3	7 96	"10/05/02"	"P" "P" "P"	271 285 220
"B	" "E	3	1 02	"10/05/02"	"F" " " "	207
"B	" "E	3	1 83	"10/05/02"	"P" " " "	237
"C	" "S	2	7 02	"10/05/02"	"P" " " "	235
"D	" "J	3	0 83	"10/05/02"	"P" " " "	237
"F	" "J	3	9 96	"10/05/02"	"P" "P" "P"	256 278 260
"G	" "K	3	7 96	"10/05/02"	"P" "P" "P"	264 271 220
"G	" "S	3	0 16	"10/05/02"	"F" " " "	201
"G	" "C	0	1 96	"10/05/02"	"P" "P" "P"	271 285 260
"G	" "C	5	2 22	"10/05/02"	"P" " " "	242
"G	" "A	3	0 96	"10/05/02"	"P" "P" "P"	264 271 220
"H	" "M	3	5 20	"10/05/02"	"F" " " "	174
"H	" "R	3	7 96	"10/05/02"	"P" "N" "N"	249
"H	" "R	3	7 96	"07/13/02"	"F" "P" "P"	205 238 260
"H	" "W	3	5 39	"10/05/02"	"P" " " "	261
"J	" "M	3	5 83	"10/05/02"	"P" " " "	250
"K	" "K	3	0 96	"10/05/02"	"P" "P" "P"	293 293 220
"K	" "J	3	9 23	"10/05/02"	"F" " " "	208
"M	" "J	3	6 02	"10/05/02"	"P" " " "	228
"M	" "J	3	6 28	"10/05/02"	"F" " " "	0
"M	" "M	3	8 84	"10/05/02"	"F" " " "	207
"M	" "A	3	5 28	"10/05/02"	"P" " " "	250
"P	" "T	5	1 22	"10/05/02"	"F" " " "	146
"P	" "J	3	8 03	"10/05/02"	"P" " " "	220
"R	" "K	3	3 96	"10/05/02"	"N" "P" "N"	220
"R	" "K	3	3 96	"07/13/02"	"N" "F" "N"	214
"R	" "K	3	3 96	"04/20/02"	"N" "F" "N"	207
"R	" "K	3	3 96	"10/06/01"	"P" "F" "P"	249 169 220
"R	" "C	3	5 96	"10/05/02"	"P" "P" "P"	264 220 220
"S	" "T	3	5 96	"10/05/02"	"P" "P" "P"	220 242 220
"S	" "C	3	6 09	"10/05/02"	"P" " " "	245
"V	" "J	3	0 84	"10/05/02"	"F" " " "	204
"W	" "L	2	0 96	"10/05/02"	"P" "P" "P"	256 285 220
"W	" "C	3	9 83	"10/05/02"	"P" " " "	250
"W	" "S	3	3 09	"10/05/02"	"F" " " "	213



- (5) **Retake Analyses**—The report presents the number and percentage of candidates who have taken, passed, and failed each test. It further breaks down this information by the number of times each candidate has taken each test—it gives the percentage of candidates passing on the first attempt, the second attempt, and so on through five or more attempts. The report also presents this analysis by relevant reporting groups (defined by gender, ethnicity, etc.).

It is widely recognized that “candidate passing rates” can be misleading in presenting the impact of a testing program. Too often, the press reports the percentage of individuals who either pass or fail a test at a given administration. Such a report ignores the cumulative impact of the testing program and the passing rate of individuals who enter the program.

In fact, the most important statistic in reviewing a program’s impact is one that measures the percentage of individuals who eventually pass. In the majority of cases, passing is achieved on the first attempt. In other cases, individuals retake the test and subsequently attain a passing score.

Retake analysis focuses on the percentage of those who “enter” a testing program who eventually pass the test. It is a particularly important statistic in a program where candidates are provided detailed diagnostic information about their strengths and weaknesses.

Retake analyses paint a far different portrait of the impact of a testing program than is often reported in the press. The cumulative candidate-passing rate for some groups is much higher than the initial rate. The point is that people, who stay in the program and make the effort to retake the test, overwhelmingly pass.

Following each administration NES will produce retake analyses for MDE use. The report will present the number and percentage of candidates who have taken, passed, and failed each subsection of the test and the test as a whole. In addition, the information will be broken down by the number of times each candidate has taken each test—the percentage of candidates passing the first attempt, the second attempt, and so on. Reports can also be provided by the relevant reporting groups (defined by gender, ethnicity, etc.). NES can produce the retake analyses at both the institution and statewide level for use by the MDE in monitoring educational progress.

- (6) **Financial Report**—In addition to the quarterly revenue/expenditure report described under Task II-4.4, NES will prepare annually a financial report for the MTTC Program including revenues and expenditures. The content and format of the report will be determined in consultation with the MDE.

State Board of Education presentation. NES will be available to make presentations on aspects of the MTTC to the State Board of Education at the request of the MDE.



Task II-4.6: Provide E-mail and “800” Telephone Service

E-mail. NES will provide an MTTC program e-mail address which will be available to the MDE and to candidates who register for testing via the Internet. Use of this service is described in greater detail under the heading “Internet Registration” in Task II-1.2.

800 number. NES will establish “800” number telephone service to handle questions about test administrations from candidates and institutions. The dedicated phone number will be staffed during business hours. The number and hours of operation will be published in the registration bulletin and online.

TASK II-5. Annual Technical Reporting

Annual Technical Report. NES will prepare for the MDE an annual MTTC Technical Report, which will contain data from each administration. The report will address the following topics:

- test validity
- bias prevention (including the use of differential item functioning statistics)
- test scoring
- standard setting
- test form equating
- test statistics and a summary of their values, with interpretations
- pass rates
- test results by level of certificate
- test results by academic major and minor
- procedures used in computer-administered testing
- Internet Registration procedures

Mock-up. The Table of Contents of the current NES Technical Report is presented on the following page, to serve as a mock-up of the Technical Report that the MDE can expect to receive from NES. In addition, a summary of the content of each chapter is provided. The content and format of the report have been discussed with the MDE; NES will incorporate changes as needed.



**Michigan Test for Teacher Certification
Test Development and Updating Report
Table of Contents**

Summary

Chapter 1: Introduction

Chapter 2: Test Design

Chapter 3: Test Frameworks and Objectives Preparation and Content Validation

Chapter 4: Test Item Preparation and Field Testing

Chapter 5: Test Item Content Validation and Standard Setting

Chapter 6: Test Administration

Chapter 7: Test Scoring and Reporting

Appendices

1. Annual Results by Test Field
2. First Time and Cumulative Pass Rates
3. Test Form Summaries
4. Test Statistics



Michigan Test for Teacher Certification Test Development and Updating Report Chapter Outline

The chapters of the MTTC Technical Report describe the major steps in test development, updating, administration, scoring, and reporting activities of the Michigan Test for Teacher Certification program since 1992. Individual chapters describe in greater detail the major features of the project.

Chapter 1 provides an introduction to the report, including:

- a summary of key aspects of the development and updating process for the tests; and
- a discussion of the validation process used for the tests.

Chapter 2 describes the test design of the Michigan Test for Teacher Certification, including:

- the sources of the test design;
- the design of the tests included in the MTTC; and
- the structure of the tests in the program.

Chapter 3 describes the preparation and validation of test objectives, including:

- the nature and purpose of the test framework, test objectives, and descriptive statements;
- the basis of the test objectives; the review and validation of test objectives through reviews by the Bias Review Committee and Content Advisory Committees; and
- the conduct and analysis of the Content Validation Surveys of Michigan public school teachers and teacher preparation faculty at Michigan institutions of higher education.

Chapter 4 describes the preparation, review, bias review, and field testing of test items, including:

- the preparation of items in the various formats required by each test design;
- the review of items by the Bias Review Committee;
- the review of items by the Content Advisory Committees; and
- field testing of proposed items and item formats.

Chapter 5 describes the procedures used to validate and set standards for the tests, including:

- the validity verification and standard setting meetings; and
- the analysis of the standard setting meeting results.

Chapter 6 describes test administration policies and procedures, including:

- planning and implementing the registration process, including registration for alternative testing arrangements; and
- implementing test administrations at sites across Michigan.



Chapter 7 describes test scoring and reporting, including;

- scoring the tests; and
- preparing results reports for candidates, the Michigan Department of Education, and Michigan teacher preparation institutions.

Appendices to this report present test statistics for the Michigan Test for Teacher Certification, including:

- Annual results for each test field;
- First time and cumulative pass rates for each field;
- Test form summaries; and
- Test statistics.



Item analyses. After each test administration, NES will prepare an analysis of item performance on the administration. Items with predetermined characteristics will be flagged (as they are in the preliminary item review process) before examinees' scores are calculated. A sample item statistics report is provided on the following page.

Flagging criteria. Items may be flagged if they display agreed upon statistical characteristics which may include the following:

- the percent of the examinees who answered the item correctly is less than 30 (i.e., fewer than 30 percent of examinees selected the response keyed as the correct response);
- item-to-test point-biserial correlation less than 0.10 (if the percent of examinees who selected the correct response is less than 50); or
- nonmodal correct response (i.e., the response chosen by the greatest number of examinees is not the response keyed as the correct response).

If ten or fewer examinees have taken a test form, cumulative item statistics (i.e., those from more than one test administration) may be used in flagging items for review. An example of an item analysis report for flagged items follows the sample item statistics report. This report shows sample data for five flagged items. The first item was given a final status rating of "6" designating that the item is to be retired, i.e., removed from the item bank. The remaining four items had a scorable check (S/C) and a review by a content expert (CEX) and were rated "1" designating that the item is retained in the item bank.

Title II reporting. As part of the NES service provided to the MDE for the program, NES will provide annual Title II reports of each teacher preparation program to the state for federal reporting. Reports will be formatted to Title II reporting as straightforward and uncomplicated as possible. Sample reports are included on the following pages.



TITLE II REPORTING

The screenshot shows a Microsoft Internet Explorer browser window. The address bar contains the URL https://www.educationreports.net/open_page.asp. The page title is "Title II Data Collection and Reporting System". The main content area contains the following text:

Access to this www.educationreports.net Web site is governed by the following terms and conditions to which you must agree before proceeding further :

I am authorized by my institution to access the information contained in this Web site.

I understand that this Web site contains confidential student testing information or other data, which must not be disclosed to unauthorized persons.

I understand that this information is intended to be used only for the purpose of federal and state reporting requirements. It is NOT intended to be used for employment decisions, college admission screening, or any other purpose.

I confirm that the information that I may provide regarding program completers from my institution is accurate and represents only individuals affiliated with a teacher preparation program at this institution.

I will implement appropriate safeguards to protect against improper disclosure of this information and I will not copy, distribute, or disclose this information in any way to unauthorized persons.

[Click here if you agree with these terms and conditions](#)

[Click here if you disagree with these terms and conditions](#)

The browser's status bar at the bottom shows "Done", "Internet", and the system clock "4:58 PM". The taskbar includes the Start button and several open applications, including "https://www.educatio..." and "untitled - Paint".



Microsoft Excel - MI000Mch.xls

File Edit View Insert Format Tools Data Window Help

Type a question for help

Arial 10

A38

Michigan Title II Program Completer Matching Report

Program Year 2001-2002

mi000
Bartlett College

Processing date: 11-30-02 10:43:08

Legend

* = Examinee match not found
 P = Pass
 F = Fail
 -- = Test not taken

The information contained herein is confidential and must not be disclosed to unauthorized persons. Appropriate safeguards must be implemented to protect against improper disclosure of this information.

This information is intended to be used only for the purpose of federal and state reporting requirements. It is NOT intended to be used for employment decisions, college admission screening, or any other purpose.

Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

* No	SSN	Last Name	First Name	M. I.	D.O.B. (mm/dd/yy)	Basic Skills			Certification/Endorsement Codes										
						R	M	W	Code 1	Test 1	Status	Code 2	Test 2	Status	Code 3	Test 3	Status		
1						P	P	P	83	83	P								
2						P	P	P	83	83	P								
3						P	P	P	83	83	P								
4						P	P	P	EX	22	P	CC	09	P					
5						P	P	P	83	83	P								
6						P	P	P	DC	18	P	EX	22	P					
7																			
8						P	P	P	83	83	P								
9						P	P	P	CC	09	P	BD	04	P					
10						P	P	P	83	83	P								
11						P	P	P	83	83	P								
12						P	P	P	83	83	P								
13						P	P	P	83	83	P								
14						P	P	P	83	83	P								
15						P	P	P	83	83	P								
16						--	--	P	BD	04	P	GH	34	P					

Ready



Microsoft Excel - MI000Sum.xls

File Edit View Insert Format Tools Data Window Help

85%

Arial 10 B I U

A42

Michigan Test for Teacher Certification

Annual Institution Report - Preliminary

Program Year: 2001-2002

Process date: 11-30-02 10:43:08
 Institution: 000 - Bartlett College
 Number of Program Completers: 16

Test Field/Category	Institution			Statewide
	Number Tested	Number Passed	Pass Rate	Pass Rate
Basic Skills				
Reading	14	14	100%	
Math	14	14	100%	
Writing	15	15	100%	
Aggregate	15	15	100%	
Academic Content Areas				
04 Speech	2	--	--	
09 History	2	--	--	
18 Chemistry	1	--	--	
22 Mathematics	2	--	--	
83 Elementary Education	11	11	100%	
Aggregate	18	18	100%	
Other Content Areas				
34 Business Administration	1	--	--	
Aggregate	1	--	--	
Summary Totals and Pass Rate		15	15	100%

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.
 The information contained herein is confidential and must not be disclosed to unauthorized persons.
 Appropriate safeguards must be implemented to protect against improper disclosure of this information.
 This information is intended to be used only for the purpose of federal and state reporting requirements.
 It is NOT intended to be used for employment decisions, college admission screening, or any other purpose.
 Important: Do NOT use this report to revise your program completer information.
 Use your program completer worksheet.

--Data--

Ready.

TASK II-6. Examination Program Security



The need for test security in a high-stakes testing program is central. The integrity and validity of the program depend in large measure on the maintenance of strict test security.

- First, test materials must be kept secure so that they are not exposed to prospective candidates. Public exposure of test materials could give some candidates an unfair advantage; at worst it could compromise the program and invalidate test scores.
- Second, the identification of candidates must be verified. The person who receives a test score must be the person who registered for and took the test. Internet registration and computer-administered testing heighten this concern.
- Finally, each candidate’s work must be his or her own. Copying of answers or any other forms of candidate collaboration or cheating during the test must be prevented. Candidates must not be allowed to use any unauthorized aids during the test.
(e.g., textbooks, notebooks, notes, calculators, dictionaries, etc.).

In all these key areas, NES has an excellent record of success. Our clients and test administrators are very positive about our security procedures and our implementation of those procedures. We take numerous steps to ensure test security and we follow up immediately and aggressively on any possible breaches of security.

Previous discussions of security. We have consistently referenced issues of security throughout Phase II as the topic was relevant in specific subtasks (especially within Task II-2 and II-3). We refer the reader to Task I-7 for more information about security from NES’s perspective. For example, the discussion there addresses issues related to production of materials, almost all of which is done in-house. We also note the discussions of security during development and production in the Prior Experience: Corporate Experience and Capabilities part of the proposal.

Further, in Task I-7 we discuss building security. Secure procedures must be applied within a physically secure building. NES buildings, and especially the headquarters building in which much of the work of the MTTC project will be performed, are highly secure and well protected by various methods.



This section. In this section, we will focus on the elements of the security system that are applied during the phases of test administration. These phases include:

- assembly of test forms;
- shipping and receiving;
- test administration;
- return of materials to NES;
- disposal of test materials;
- review of test materials for possible security issues; and
- security and confidentiality of scores.

Assembly of Test Forms

Secure documents. During the assembly of a test form, NES generally considers the following documents as secure. There may be other documents and materials that are appropriately considered secure for a given program, but this is the general list that will apply for the MTTC Program.

- test items/constructed-response exercises, whether individual or assembled into forms, whether on paper, on audiotape (e.g., for the Spanish test), or on computer file (e.g., the Basic Skills CAT);
- field test results by question or exercise
- actual results of the standard setting process
- procedural and training manuals of various kinds

Test form preparation. Security measures employed during the preparation of test forms for administration include the following.

- Originals of test materials are prepared in secure areas with access restricted to authorized personnel only.
- Test items are stored on disks that are kept in a locked, fireproof safe.
- Hard copies of tests are stored in locked, fireproof cabinets. The area where tests are stored is itself a limited access area, with access restricted to authorized personnel only.
- Draft and extra test materials are shredded daily.

Printing. NES works with a limited number of external printers who have been chosen because of their ability and willingness to conform to NES's rigorous security requirements.



- Test secure printers sign a comprehensive contract that spells out in detail our requirements.
- Final camera-ready, typeset mechanicals are hand-delivered to the printer.
- A NES representative may monitor printing and supervise disposal of printing waste on site.
- A NES representative visits and audits our printers on a regular basis.

Packing at NES. During packing and handling of test materials, NES will provide the highest available level of security to ensure that materials are secure on NES premises and are prepared for accurate delivery.

- Test booklets and associated materials are stored in a locked, alarmed, limited access, secure area of the building.
- Full-time NES supervisors are present whenever materials are handled.
- Unique test booklet numbers are electronically assigned to each test center according to the number of booklets required for registered candidates.
- NES uses inventory forms and extensive checks to ensure that test materials are to the test centers.

Shipping and Receiving

The major threats to security during test administration arise when the materials are (1) in transit to and from the test site and (2) in the hands of candidates. In both cases, NES has developed procedures that protect the materials.

Shipping of Tests

- Final printed materials are shipped via a secure method to the NES test secure area and immediately logged in, checked for errors and quality, counted, and stored in secure, limited-access, locked areas with an electronic alarm system.
- Materials are triple counted and packed against a materials inventory sheet for each test site with 10 percent overage in case of any errors or extra needs. Packing is done in a secure, limited-access area.
- Materials are packed in cartons sealed with a specially designed security tape. Any tampering with the boxes would be evident from damage to the unique tape.



- Delivery to a test site is done by one of two modes:
 - (1) traceable, secure, bonded delivery service to the CTA who must keep the materials unopened and in a secure, locked room; or
 - (2) hand-delivery by a NES representative to the test site.

Receipt of Test Materials at Test Sites

- Materials are opened only in the presence of two witnesses who must sign a document stating that the package had not been previously opened. These steps protect the program against possible allegations of security breaches.
- For the administration, materials are packaged against an inventory sheet and typically shrink-wrapped for more secure handling. When opened at the test site, the materials must be verified against the inventory sheet by the testing coordinator who signs off on each inventory entry.

Test Administration

The security measures that NES employs in conducting test administrations should be evident to the reader of this proposal. In this section of the proposal (Phase II), we have described the care we take during the production of test materials, the registration of candidates, the training of test administration staff, the staffing of the test administration sessions, and so on.

The following is a summary of the key means we use to provide fair, secure test administrations.

- Test sites are selected and set up with security in mind. Access is limited to a single entrance monitored by a NES representative or proctor during the testing session. Candidates take restroom breaks one at a time to avoid possible collaboration.
- As they enter the testing room, candidates are checked for unauthorized materials and these materials are not allowed into the testing room. Unauthorized materials typically include textbooks, cell phones, notebooks, notes, dictionaries, PDAs, etc.
- In order to take the test, each candidate must present positive identification, including a photograph, along with the official test admission ticket produced by NES.
- All test booklets bear a unique code number. When inventories are conducted, we can determine exactly whether a booklet or partial booklet is missing. We know (by checking any missing materials against test site sign-in sheets) for whom the missing booklet was intended or from whom it should have been returned. In the event that follow-up is necessary, NES would have far more information than simply that a booklet was missing. We would have the name of the individual candidate, the identifying code on the test booklet, and the site.



- About thirty or fewer candidates are typically assigned to each proctor to allow for thorough monitoring in order to prevent any forms of cheating. Additional proctors serve as hall monitors at larger sites. Candidates are not permitted to discuss the tests with each other and they are not permitted to make telephone calls during the testing session.
- At test sites, candidates are assigned to specific seats. Each proctor is responsible for a designated set of seats in each administration room. Each candidate must sign the cover of the uniquely numbered test booklet given to him or her by the proctor. This practice means, for instance, that we are able to seat people taking different forms of a test next to one another, thus eliminating the ability to copy answers or otherwise collude. It also means that we have exact information should any secure materials be unaccounted for after an administration.
- At the test administration, materials are checked for completeness when candidates hand in their answer documents. The candidate must sign both the cover of the test and the answer document. Each candidate also completes a handwritten identification statement on the answer document that is identical to the one completed on the test registration form. Tests are checked for missing pages. Candidate scrap paper (on which any notes may have been taken) is collected and packed with the test documents (that is, candidate notes are not allowed to leave the testing room).
- Our test administration manuals are noted for their comprehensiveness and clarity. NES prepares separate manuals for the Chief Test Administrator (and Assistant Chief Test Administrator) and the Assistant Test Administrator. These individuals have unique responsibilities before, during, and after test sessions and are provided with distinct manuals. The manuals cover not just information about the administration itself, but include information about activities the weeks prior to the administration (especially for the Chief Test Administrator at a site) and after the session (e.g., inventorying, packing).
- NES sends its own staff representatives to selected test sites at each test administration to monitor procedures and ensure that all required steps are undertaken. The hands-on nature of this practice has been beneficial in seeing that administrations run smoothly and without incident.
- We ensure, as standard practice, that there are adequate numbers of fully trained proctors at test sites to provide for the convenience of candidates and the security of materials. Every examination room has at least one proctor in it; at no time are candidates permitted to be in a room without supervision. During sign-in and throughout the test, proctors ensure that candidates do not have or use any unauthorized materials (e.g., textbooks, notebooks, notes, calculators, dictionaries, etc.). Proctors monitor candidates throughout the testing session to prevent cheating or candidate collaboration. Additional proctors serve as hall and/or restroom monitors at larger test sites. Proctors make sure that candidates do not discuss the test in the hall and that they do not have any unauthorized contact with others outside the testing situation (e.g., candidates are not allowed to make phone calls during the time they are still working on a test).



Return of Materials to NES

- Following an administration, materials are repacked promptly and returned the same day by the same mode used to deliver them. Each box of materials is securely sealed with plastic tape and double labeled. A signed inventory sheet of contents is always included for both delivery and return.
- Materials returned include test administration manuals, extra test forms, candidate used scrap paper, and all used test forms (each with the signature of the user). Answer documents are returned in a separate package. If a NES representative was at the site, the answer documents are hand-carried by the representative, i.e., not checked as baggage but kept with the representative until delivery to NES.

Disposal of Test Materials

- On the test materials disposal date, materials are put in sealed boxes, taken to a paper pulping or shredding site and pulped or shredded under the supervision of a NES staff member.

Review of Test Results for Possible Security Issues

- NES has developed statistical procedures to identify possible instances of cheating. For example, NES may analyze the results of test re-takers to determine if there are unusually large increases in test performance. As another measure, each candidate’s test may be scored using the answer key from other forms of the test used at the same administration to determine if the candidate scored better on a key other than the applicable one for his or her test. Performing better on a non-applicable test may be a sign of candidate collaboration or copying.
- These statistical tests, along with reports from proctors and CTAs, may be the basis for reviewing candidate materials, including the registration form, answer sheet, and other forms completed at the test site. The goal is to ensure that the individual who took the test is the person who registered to do so.

It is important to note that the statistical procedures are used only as an indicator of a possible security issue. They do not serve as the final word. In cases of suspected cheating or impersonation, additional documents and sources are consulted before a decision is made, as described in the following section.

Security Breaches

Breaches in security in testing may arise from situations where someone disrupts a testing session, one candidate copies another’s work, candidates collaborate, candidates have unauthorized contact with others during the test session, a test booklet or page of a test is missing, or someone impersonates the candidate.



Disruption. The candidate must agree to the Rules of Test Participation as stated in the registration bulletin in order to register for MTTC tests. These rules state in part that refusal to cooperate in the search for missing materials or in not desisting from disrupting a test session can result in the voiding of one's test score. A disruptive individual is warned and then moved to another seat or room. If disruption continues, the individual is asked to leave the test site and receives no score for the test administration. The Rules of Test Participation state that a candidate must abide by the test proctor's instructions.

Copying. If a test proctor observes a candidate copying answers from another candidate, the offending candidate is immediately moved to a different location and told to cease such activity. A full report is written up by the test administration staff and forwarded to NES. At this point, NES may call the test administrators involved to further investigate the situation. After each test administration special data pattern checks are made of candidate responses for to detect patterns suggestive of cheating. Seating assignments are then checked as are geographical factors such as college attended.

Collaboration. If a test proctor observes candidates collaborating with each other, the candidates are immediately moved to different locations and told to cease such activity. A full report is written up by the test administration staff and forwarded to NES. At this point, NES may call the test administrators involved to further investigate the situation.

Contact with others. Test proctors monitor the hallways and restrooms to prevent candidates from talking to each other about the test and to prevent candidates from having contact with others outside the testing room. For example, candidates are not permitted to make any phone calls while they are still in the process of taking the test. If a test proctor observes any such unauthorized contact, the candidate involved is told immediately to cease such activity. A full report is written up by the test administration staff and forwarded to NES. At this point, NES may call the test administrators involved to further investigate the situation.

Unauthorized materials. If a proctor discovers the use of unauthorized materials during the test, the material is taken away and the proctor documents what happened, including what was taken away and at what point in the test it was taken. A full report is written up by the test administration staff and forwarded to NES. At this point, NES may call the test administrators involved to further investigate the situation.

Missing materials. If a test booklet or a page of a test booklet is found to be missing at the checkout of a candidate from the test session, he or she is asked if his/her belonging may be searched. If permission is not given, the situation is noted and if the missing material is not found the score is voided.

If materials are found to be missing after candidates have been dismissed, NES will contact any candidates who may have the materials. The list of candidates who may have the materials is based on the number of the booklet that is missing and the seat to which it was assigned, as well as on reports from proctors and other test administration staff. NES uses a standard protocol for such letters and phone calls, a protocol that maximizes the probability of the return of any missing materials in a timely fashion. The goal is to get the materials back quickly, not to threaten or intimidate the candidate.



Impersonation. Our procedures make it difficult for someone to take a test impersonating a candidate. Each candidate must have a picture ID and must sign the answer document and the test booklet. If a proctor is suspicious of a test taker, the candidate may be asked for additional ID and a very careful check of the person's handwriting is made against the registration form following the test. In cases where statistical analyses or reports from testing staff indicate possible impersonation, a further investigation is conducted. Candidate handwriting samples are analyzed by NES, and if necessary, by handwriting experts. When candidates register they are asked not only to sign their name, but also to complete a handwritten identification statement. At the test administration they are again asked to sign their name and to complete the same handwritten identification statement.

If other types of cheating (e.g. candidate collaboration, copying) are suspected based on reports from test administrators, NES will conduct further investigation (e.g., interviews with proctors and test administrators). If test materials are missing, NES will contact candidates, as described earlier. In either case, NES will contact the test proctors and other test administrators involved, conduct interviews, and request additional written statements regarding the situation. NES will contact the relevant witnesses to the alleged breach of security and initiate steps to resolve the issue.

Canceled test scores. At this point, NES will determine if the candidate's score should be invalidated. If so, NES will send a letter to the candidate. The letter will indicate that the candidate's score is being invalidated due to irregularities associated with the test administration and that the candidate has several options that may lead to an appeals process.

Legal services. NES is able to provide aid in any litigation resulting from security issues. We have an ongoing relationship with Michael Rebell of Michael A. Rebell Associates, a specialist in employment and education law. NES will provide support including materials preparation and recommendations for procedural issues.

Security and Confidentiality of Individual Scores

NES views and treats each candidate as a client to whom we have serious responsibilities. Some of those responsibilities involve the score attained by the candidate on a given test. This score is the property of the candidate except as law and program policies indicate that it will be forwarded to the MDE or a designated institution of higher education. NES has traditionally taken extensive steps to ensure that the score attained by a candidate is accessible only to that individual and other appropriate legitimate entities.

Computer security. The corporate computer center, in which candidate score information is stored, is located in a double-walled section of the building behind two layers of secure physical access. It is protected by camera, fire, and alarm systems. Only authorized employees with electronic access are permitted to enter the computer center.

To safeguard score information, all NES computer centers have the ability to run continuously without grid power for extended periods of time, and the corporate site can run indefinitely. In the event of a natural disaster or other debilitating event, each computer center is capable of becoming within 24 hours the "hot site" for a center that



has become nonoperational. Critical software and data can then become “hot” at the designated computer center

Software and data are stored in data vaults on location and securely off-site via a combination of tapes, CDs, and DVDs. All computer centers use the concepts of redundant systems, automatic fail over, and cluster technology. In addition the centers have spare hardware for “hot swaps” in case of emergency. NES computer centers are kept running 24 hours a day, 7 days a week.

Computer hardware. NES uses state-of-the-art workstations that are networked throughout the corporation. This arrangement is designed to promote the rapid communication of information among project teams. NES has also deployed modern servers in advanced configurations to provide rapid and reliable storage and retrieval of data and minimize the danger of losing data.

All servers make use of technology that supports “hot swapping” components as needed. This permits NES to conduct repairs without forcing down time on users or customers. Servers and workstations are replaced with new equipment, as needed to ensure that staff have the most effective hardware to meet project needs.

The NES computer network uses the latest generation of hardware and software. Frame technology connects the NES offices and enables the transfer of large amounts of data rapidly and securely. The corporation’s highly competent and dedicated staff use the latest monitoring technology to ensure that the network operates continuously at peak performance.

Databases. Business needs are met through the use of many databases constructed through advanced database technology. All databases are regularly backed up and use transactional processing to ensure the highest level of data accuracy and integrity. Through the deployment of the extensive and highly efficient NES network, all offices have access to the core enterprise databases with which they must work.

Security of Internet Score Reports

The security of the examinee score reports available on the Internet will be ensured in a number of ways, subject to input and approval by the MDE.

- Internet score reports may be accessed by the examinee only after he or she provides identifying information.
- Access to score information is typically allowed only once. After a score has been successfully accessed it will not be accessible again.
- Score reports will be available on the Web for only a limited period (e.g., two weeks).
- Internet score reports are unofficial. Attempts to alter an Internet score report and use it illicitly cannot have any impact on the official scores provided to the examinee, the educator preparation institutions, or the MDE.



TASK II-7. Information for Internal Audit

Quarterly audit information. Each quarter, NES will prepare and send to the MDE, after each test administration, the following information.

- A summary of the number of examinees by subject area, with an indication for each examinee of the number of second, third, or greater tests. This information will help the MDE project the expected fee reimbursement.
- An account statement of the fee reimbursement to the MDE by NES, including a final count of the number of waivers and other exclusions withheld from reimbursement amounts. (A sample of this statement and accompanying cover letter is included in the following two pages.)

Annual audit information. Annually, NES will prepare and send to the MDE the following information.

- The development costs for each test, together with the anticipated number of examinees needed for payback of those costs.
- An analysis of operational tests that have not been fully reimbursed by the volume of examinees, as well as an analysis of the current tests that bear the weight of the uncovered costs.
- For tests with a performance component, an accounting of the costs of development and scoring, with a justification for (a) maintaining performance testing in the MTTC through continued higher fees or (b) maintaining new tests as multiple-choice-only tests.

TASK II-8. Provide Web-Based Query System and Report Writer

Overview

NES will provide for the MDE a Web-based data query application that will give the Department the ability to access important registration and scoring information conveniently, to alter and reshape the information that is to be reported, and to refine the selection of reporting parameters.

This NES-designed and developed software package will permit great flexibility in displaying, printing, and exporting data from the MTTC registration and scoring databases. It will give the MDE with the ability to adjust the formatting of data for screen paging and scrolling, and it will offer HTML formatting for quick and easy printing of reports.

The Query System and Report Writer (QS/RW) will enable the user to modify reporting options by invoking predefined format and content choices. For example, the user will have the ability to change the sort order of a given report, to select or exclude data that will be reported, and so on.



Registration Information

Registration information will be made available to the MDE in an encrypted Web-based database accessible by password. The QS/RW system will provide options to the MDE such as the following:

- The ability to request registration counts by past, present, and future administrations.
- The ability to request registration rosters and totals by site for current and future test administrations.
- The ability to request specific examinee information by past, present, and future administrations.
- The ability to request information by test site.
- The ability to request information by test.

Scoring Information

Scoring information will also be made available to the MDE in an encrypted Web-based database accessible by password. The QS/RW system will provide options to the MDE such as the following:

- The ability to request statewide pass rate information for the current administration year.
- The ability to access individual examinee scores and scoring history.

Data Output and Reporting

The QS/RW will prove the ability to format database-derived information for output. The MDE will have the ability to format the output for display on the computer, printing, and export.

- For display purposes, information will be available in two forms: paged and scrolling.
- For ease of printing, reports will be formatted in HTML.
- For export, users will be able to use the ASCII format, with the ability to select optional delimiters (comma, tab, fixed length, XML).

Security

Security is a central requirement for such a database and reporting system. NES will apply an array of security measures to protect the integrity of the data and the confidentiality of the information, and to guard against viruses and other attacks on the system.



- Data will reside on a specially designated read-only server to eliminate the possibility of corruption of original source information.
- Data will be refreshed daily.
- The MDE will establish a policy on the length of time for which scoring information will be available on the system.
- Access to the Web site on which the system resides will be password protected.
- The server will use the Secure Socket Layer (SSL) protocol, which encrypts all data passing into or out of the server.
- An independent authentication vendor (Verisign) will be employed to authenticate the Web site.
- All files passing into or out of the Web site will be scanned by the most current virus detection data files available.



II-D PROJECT CONTROL AND REPORTS

I. Project Control

- a. The Contractor will carry out this project under the direction and control of the Michigan Department of Education.
- b. Although there will be continuous liaison with the Contractor team, the client agency's contract administrator will meet quarterly as a minimum, or as requested by the contract administrator, with the Contractor's project manager for the purpose of reviewing progress and providing necessary guidance to the Contractor in solving problems which arise.
- c. The Contractor will submit brief written summaries of progress quarterly, or as requested by the contract administrator, which outline the work accomplished during the reporting period; work to be accomplished during the subsequent reporting period; problems, real or anticipated, which should be brought to the attention of the client agency's contract administrator; and notification of any significant deviation from previously agreed-upon work plans. A copy of this report will be forwarded to the named buyer in Acquisition Services.
- d. Within five (5) working days of the award of the Contract, the Contractor will submit a work plan to the Michigan Department of Education contract administrator for final approval. This final implementation plan must be in agreement with Section IV-C, Subsection 2, as proposed by the bidder and accepted by the State for Contract, and must include the following:
 - 1) The Contractor's project organizational structure.
 - 2) The Contractor's staffing table with names and title of personnel assigned to the project. This must be in agreement with staffing of accepted proposal. Necessary substitutions due to change of employment status and other unforeseen circumstances may only be made with prior approval of the State.
 - 3) The project breakdown showing sub-projects, activities and tasks, and resources required and allocated to each.
 - 4) The time-phased plan in the form of a graphic display, showing each event, task, and decision point in your work plan.



2. Reports

- a. The Contractor will be responsible for the provision of the test result reports to each candidate, the institution, and the Michigan Department of Education. In addition, the Contractor must provide candidate pretest information and annual technical report. The details of these reports are described in paragraph II-E of Phase Two.
- b. The Contractor will maintain, and make available to examinees upon request for a fee not to exceed \$15, individual test scores for a period of five years including scores from the previous contract period.
- c. The Contractor will provide quarterly a summary report of the activities and developments in the Michigan Test for Teacher Certification
- d. The Contractor will prepare and present annually a comparative analysis of the results and procedures of the Michigan Test for Teacher Certification to the results and procedures of certification testing programs in other states.
- e. The Contractor will provide annually a technical report on test development, updating, administration, scoring, and reporting activities.
- f. The Contractor shall be available to make presentations to the State Board of Education at the request of the Department.

II-E PRICE PROPOSAL

- 1. All prices/rates quoted in bidder's response to this RFP will be firm for the duration of the Contract. No price changes will be permitted.
- 2. Pricing for Unit Price Contracts: Prices for services set forth in this agreement shall be detailed according to the form provided in Appendix F (Format for Budget Summary). The quantities (number of exams administered) shown on the form are estimates only. The State is not obligated to buy in these or any other quantities. The form includes the type of examination, total cost per type of examination, and total bid cost.
- 3. Independent Price Determination

“This cost and price analysis is submitted in full compliance with the provisions of the paragraph titled ‘Independent Price Determination’ in Part I of the RFP to which this proposal is a response.”
- 4. Please see Public Act No. 267 of 1986 Section II-A for additional details.



II-F CONTRACTOR COMPENSATION, APPLICATIONS AND FEE COLLECTION

1. Costs for all services requested in this Contract, including all developmental, administrative, and implementation requirements, are to be collected through applicant fee payments.

2. The Contractor shall be compensated for all services rendered (Phase One and Two) based on the number of candidates completing an examination. The unit price for each test administered will be based on Contractor's bid price and shall be firm for the entire 5-year term of this Contract. All overhead, travel, supplies, materials, and other costs borne by the Contractor must be included in unit price quoted.

3. A total amount has been allocated as a ceiling for the travel and per diem expenses for members of committees based on the anticipated number of meeting days and members specified in the proposal. Travel, meals, and lodging costs will be at Department rates. In addition, twice-daily beverages and light snacks will be provided as warranted. Changes in committee and/or meeting parameters will be discussed with the Department and may affect the budget. All conferences and meetings included in the proposal are budgeted to occur in the greater Lansing, Michigan area.

4. The Applicant will make payment payable to the Contractor and submitted with the completed application forms. The Contractor will make payment of \$5.00 per examination payable to the State of Michigan, Department of Education within one month of each administration and shall submit a list to the Contractor Administrator a list of all candidates who registered for the examination with test completion date, site, and school. The Contractor will transmit to each teacher preparation institution \$1.00 for each subject area test that is administered to a student that has indicated on the test registration form they are currently attending that institution.

5. The Contractor shall develop and produce licensing/examination applications and fee collection procedure. The Contractor is to propose a method by which they can capture the data and fees necessary to enroll the candidate in the examination process.

 Instructions as to procedures should appear in the Information Package, on the application, and on the examination results letter sent to the candidate upon passing the test.

6. The printing and duplication expenses are for the quantities of documents specified in the proposal. Prices for additional quantities are available on request.

7. At the rate of four to six per year, NES will develop, field test, and refine items for up to 20 new MTTC examinations, including an updated Basic Skills test and at least two other tests with performance assessments, that conform to the standards adopted by the Michigan State Board of Education. As new MTTC examinations include performance assessment components, the Test Fee may be adjusted as needed to reasonably compensate the Contractor for the administration and/or scoring of the responses to these examinations.

8. The Test Fee bid by NES for the taking of a second subject area test includes compensation to the Contractor for scoring the performance components of the Spanish test.



9. The total amount of the fee waiver vouchers to be issued annually will approximate \$1.00 times the annual number of paid MTTC registrants. The fee waiver voucher system will be maintained to cover the Test Fee for one subject are test for examinees with financial need as defined by the Department. The number of fee waiver vouchers expected to be issued each testing year is approximately 200.



Act No. 282
Public Acts of 1992
Approved by the Governor
December 18, 1992

Filed with the Secretary of State
December 18, 1992

**STATE OF MICHIGAN
86TH LEGISLATURE
REGULAR SESSION OF 1992**

Introduced by Rep. Keith
Rep. Profit named co-sponsor

ENROLLED HOUSE BILL No. 5533

AN ACT to amend section 1531 of Act No.451 of the Public Acts of 1976, entitled as amended "An act to provide a system of public instruction and elementary and secondary schools; to revise, consolidate, and classify the laws relating to elementary and secondary education; to provide for the classification, organization, regulation, and maintenance of schools, school district, and intermediate school districts; to prescribe rights, powers, duties, and privileges of schools, school districts, and intermediate school districts; to provide for the regulation of school teachers and school administrators; to provide for school elections and to prescribe powers and duties with respect thereto; to provide for the levy and collection of taxes; to provide for the borrowing of money and issuance of bonds and other evidences of indebtedness; to establish a fund and provide for expenditures from that fund; to provide for and prescribe the powers and duties of certain state departments, the state board of education, and certain other boards and officials; to provide for licensure of boarding schools; to prescribe penalties; and to repeal certain acts and parts of acts," as amended by Act No. 267 of the Public Acts of 1986, being section 380.1531 of the Michigan Compiled Laws.

The People of the State of Michigan enact:

Section 1. Section 1531 of Act No. 451 of the Public Acts of 1976, as amended by Act No. 267 of the Public Acts of 1986, being section 380.1531 of the Michigan Compiled Laws, is amended to read as follows:

Sec. 1531. (1) Except as provided in this section, the state board shall determine the requirements for and issue all licenses and certificates for teachers, including preprimary teachers, and the requirements for an endorsement of teachers as qualified counselors and an endorsement of teachers for teaching a foreign language in an elementary grade in the public schools of the state.

(2) Beginning July 1, 1992 and subject to subsection (12), the state board shall only issue a teaching certificate to a person who has passed appropriate examinations as follows:



(a) For a secondary level teaching certificate, has passed both the basic skills examination and the appropriate available subject area examination for each subject area in which he or she applies to be certified.

(b) For an elementary level teaching certificate, has passed the basic skills examination and, if it is available, the elementary certification examination, and has passed the appropriate available subject area examination for each subject area, if any, in which he or she applies to be certified.

(3) Beginning July 1, 1992, a person holding a certificate from another state or a teaching degree from an out-of-state teacher preparation institution who applies for a Michigan teaching certificate shall be required to pass appropriate examinations as follows:

(a) For a secondary level teaching certificate, pass both the basic skills examination and the appropriate available subject area examination for each subject area in which he or she applies to be certified. The state board may accept passage of an equivalent examination approved by the state board to meet I or both of these requirements.

(b) For an elementary level teaching certificate, pass the basic skills examination and, if it is available, the elementary certification examination, and pass the appropriate available subject area examination for each subject area, if any, in which he or she applies to be certified. The state board may accept passage of an equivalent examination approved by the state board to meet I or more of these requirements.

(4) Not later than June 1, 1988, the department, based upon criteria recommended pursuant to subsection (6), shall provide to state board approved teacher education institutions State board approved guidelines and criteria for use in the development or selection of a basic skills examination, and not later than June 1, 1989, approved guidelines and criteria for use in the development or selection of subject area examinations,

(5) For the purposes of this section, not later than January 1, 1989, the state board, based upon criteria recommended pursuant to subsection (6), shall develop, select, or develop and select I or more basic skills examinations, and not later than January 1, 1990, subject area examinations. In addition, the state board, based upon criteria recommended pursuant to subsection (6), shall approve an elementary certification examination not later than October 1, 1992 and a reading subject area examination not later than October 1, 1993.

(6) Not later than January 18, 1987, the state board shall appoint an 11-member teacher examination advisory committee comprised of representatives of approved teacher education institutions and Michigan education organizations and associations. Not more than 1/2 of the members comprising this committee shall be certified teachers. Not later than January 1, 1988, this committee shall recommend criteria to be used by the state board in the development, selection, or development and selection of I or more basic skills examinations, and not later than January 1, 1989, criteria to be used by the state board in the development, selection, or development and selection of subject area examinations. In addition, by those dates, the committee shall recommend guidelines for the use and administration of those examinations. The basic skills examinations referred to in this subsection may be developed by the state board or selected by the state board from commercially or university developed examinations. In addition, an approved teacher education institution, pursuant to guidelines and criteria described in subsection (4), may develop an examination at its own expense for approval by the



state board. An approved teacher education institution that develops its own examination is liable for any litigation that results from the use of its examination.

(7) Not later than January 18, 1987, the state board shall appoint a 7-member standing technical advisory council comprised of persons who are experts in measurement and assessment. This council shall advise the state board and the teacher examination committee on the validity, reliability, and other technical standards of the examinations that will be used or are being used and of the administration and use of those examinations.

(8) Not later than November 30, 1992 and each year thereafter, the state board shall submit in writing a report on the development or selection and use of the basic skills examination, the elementary certification examination, and the subject area examinations to the house and senate education committees. The report shall also contain a financial statement regarding revenue received from the assessment of fees levied pursuant to subsection (10) and the amount of and any purposes for which that revenue was expended.

(9) The basic skills examination, the elementary certification examination, and the subject area examinations required by this section may be taken at different time during an approved teacher preparation program, but, subject to Subsection (11). the basic skills examination must be passed before a person is enrolled for student teaching and the elementary certification examination and the subject area examinations, as applicable, must be passed before a person is recommended for certification.

(10) The department, or if approved by the state board, a private testing service, may assess fees for taking the basic skills examination, elementary certification examination, and the subject area examinations. The fees, which shall be set by the state board, shall not exceed \$50.00 for a basic skills examination or \$75.00 for an elementary certification examination or a subject area examination. However, if a subject area examination for vocational education includes a performance examination, an additional fee may be assessed for taking the performance examination, not to exceed the actual cost of administering the performance examination. Fees received by the department shall be expended solely for administrative expenses that it incurs in implementing subsections (2) to (15).

(11) For persons who took an examination administered under this section in February 1992 or April 1992, the department shall make available not later than June 10, 1992 the results of the examination indicating both the person's score on the examination and whether the person has passed or failed the examination. If a person failed a basic skills examination administered in February 1992 or 1 or more subject area examinations administered in April 1992, the department shall allow the person to retake the failed examination once without charge to the person. Subsequent reexaminations shall be subject to the fees described in subsection (10). A person who failed a basic skills examination administered in February 1992 or April 1992 may be enrolled for student teaching before passing the basic skills examination but must pass the basic skills examination before he or she may be recommended for certification.

(12) Until September 1, 1993, a person holding a teaching certificate that was in effect on January 1, 1992 who applies for an elementary level teaching certificate or for certification in a subject area, and who meets the other applicable requirements, is not



required to pass the elementary certification examination or appropriate subject area examination, as applicable, in order to receive the elementary level teaching certificate or to be certified in the subject area.

(13) As used in this section:

(a) "Basic skills examination" means an examination developed or selected by the state board or developed pursuant to subsection (6) by an approved teacher education institution for the purpose of demonstrating the applicant's knowledge and understanding of basic language and mathematical skills and other skills necessary for the certificate sought, and for determining whether or not an applicant is eligible for a provisional Michigan teaching certificate. Not later than June 30, 1987, the department shall advise the state board and the legislature whether or not the department recommends that the basic skills examination include an examination of a person's knowledge and understanding of 1 or more of the following: brain function, learning styles, and learning processes.

(b) "Elementary certification examination" means a comprehensive examination for elementary certification that has been developed or selected by the state board for demonstrating the applicant's knowledge and understanding of the core subjects normally taught in elementary classrooms and for determining whether or not an applicant is eligible for an elementary level teaching certificate.

(c) "Subject area examination" means an examination related to a specific area of certification, which examination has been developed or selected by the state board for the purpose of demonstrating the applicant's knowledge and understanding of the subject matter and determining whether or not an applicant is eligible for a Michigan teaching certificate.

(14) The state board shall certify as qualified the supervisors required in section 1506. The state board shall certify teachers as qualified to teach the class described in section 1507(1), based upon the recommendation of a teacher training institution, upon an evaluation of the teacher's educational qualifications and experience, and upon any additional requirements the state board considers necessary.

(15) The state board shall promulgate rules for the implementation of this section.

This act is ordered to take immediate effect.

_____: e ~, /~

Clerk or the House or Representatives.

~t.

Secretary or the Senate.

Approved

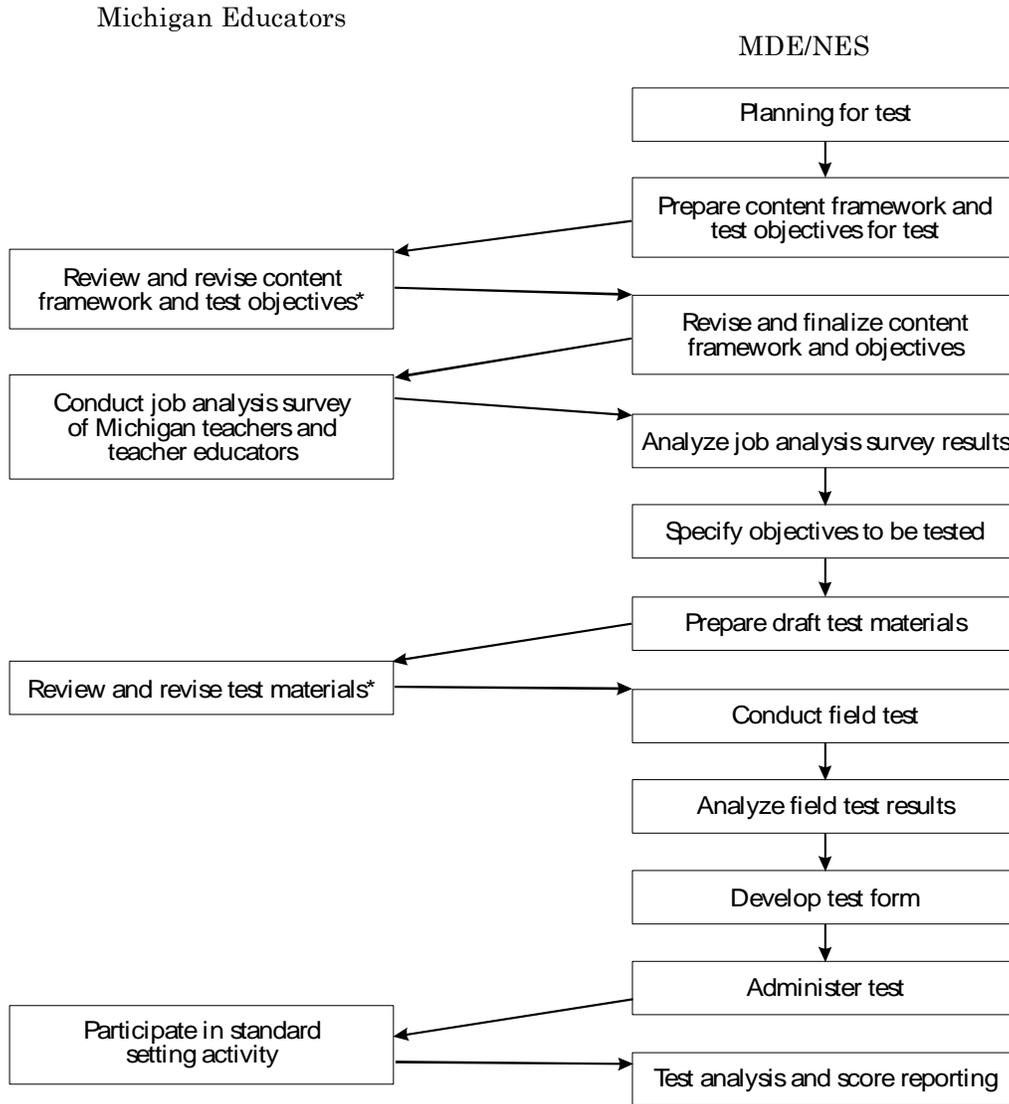
Governor.

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APPENDIX B

**Michigan Test for Teacher Certification Program:
Test Updating and Development Process**



*MDE curriculum specialists, the Bias Review Committee, and the Content Advisory Committees review test materials. These committees are created through recommendations from representative professional organizations and school and college personnel. TEAC and STAC provide policy recommendations for the State Board of Education.

NOTE: The above flowchart is a schematic of the typical process of test customization, which is adapted to the needs of each test field.



**Michigan Tests for Teacher Certifications
Test Updating Schedule**

Tests	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-2001	2001-2002
Basic Skills Elementary Ed. Industrial Arts Reading Mathematics Science Language Arts	Objective/ Item Review	Field Testing	Begin administration							
Social Studies History Biology Psychology		Objective/ Item Review	Field Testing	Begin administration						
English Early Childhood Ed. Health Spanish			Objective/ Item Review	Field Testing	Begin administration					
Physical Education Learning Disabled Chemistry Business Education Guidance Counselor				Objective/ Item Review	Field Testing	Begin administration				
Emotionally Impaired Speech Geology/Earth Science					Objective/ Item Review	Field Testing	Begin administrati on			
Mentally Impaired Physics Library Media Middle Level						Objective/ Item Review	Field Testing	Begin administratio n		
ESL Industrial Technology Tech & Design Social Studies							Objective/ Item Review	Field Testing	Begin administratio n NS, IX, TX	Begin administratio n RX
Mathematics (secondary) Physical Education English Journalism Family & Consumer								Objective/ Item Review	Field Testing	Begin administratio n



Tests	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Language Arts Communication Arts Reading (BT) Reading (BR) Elementary Math (accelerated development schedule for test can be administered fall 2001) Computer Science	Objective/ Item Review	Field Testing	Begin administratio n AX, BX, BT, BR, NR							
Visual Arts Education Health Education Geography History		Objective/ Item Review	Field Testing	Begin Administratio n						

Future Test Development Possibilities

Educational Technology Economics Political Science All the sciences			Objective/ Item Review	Field Testing	Begin administratio n					
Foreign Languages Music Education Elementary Education				Objective/ Item Review	Field Testing	Begin administratio n				



APPENDIX D

“SEC. 1119. QUALIFICATIONS FOR TEACHERS AND PARA-PROFESSIONALS.

“(a) **TEACHER QUALIFICATIONS AND MEASURABLE OBJECTIVES —**

“(1) **IN GENERAL.** — Beginning with the first day of the first school year after the date of enactment of the No Child Left Behind Act of 2001, each local educational agency receiving assistance under this part shall ensure that all teachers hired after such day and teaching in a program supported with funds under this part are highly qualified.

“(2) **STATE PLAN.** — As part of the plan described in section 1111, each State educational agency receiving assistance under this part shall develop a plan to ensure that all teachers teaching in core academic subjects with the State are highly qualified not later than the end of the 2005-2006 school year. Such plan shall establish annual measurable objectives for each local educational agency and school that, at a minimum —

“(A) shall include an annual increase in the percentage of highly qualified teachers at each local educational agency and school, to ensure that all teachers teaching in core academic subjects in each public elementary school and secondary school are highly qualified not later than the end of the 2005-2006 school year;

“(B) shall include an annual increase in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers; and

“(C) may include such other measures as the State educational agency determines to be appropriate to increase teacher qualifications.

“(3) **LOCAL PLAN.** — As part of the plan described in section 1112, each local educational agency receiving assistance under this part shall develop a plan to ensure that all teachers teaching within the school district served by the local educational agency are highly qualified not later than the end of the 2005-2006 school year.

“(b) **REPORTS. —**

“(1) **ANNUAL STATE AND LOCAL REPORTS —**

“(A) **LOCAL REPORTS** — Each state educational agency described in subsection (a) (2) shall require each local educational agency receiving funds under this part to publicly report, each year, beginning with the 2002-2003 school year, the annual progress of the local educational agency as a whole and of each of the schools served by



the agency, in meeting the measurable objectives described in subsection (a) (2).

“(B) STATE REPORTS. — Each State educational agency receiving assistance under this part shall prepare and submit each year, beginning with the 2002-2003 school year, a report to the Secretary, describing the State educational agency’s progress in meeting the measurable objectives described in subsection (a) 2).

“(C) INFORMATION FROM OTHER REPORTS. — A State educational agency or local educational agency may submit information from the reports described in section 1111(h) for the purposes of this subsection, if such report is modified, as may be necessary, to contain the information required by this subsection, and may submit such information as a part of the reports required under section 1111(h).

“(2) ANNUAL REPORTS BY THE SECRETARY. — Each year, beginning with the 2002-2003 school year, the Secretary shall publicly report the annual progress of State educational agencies, local educational agencies, and schools, in meeting the measurable objectives described in subsection (a) (2).

“(c) NEW PARAPROFESSIONALS. —

“(1) IN GENERAL. — Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals hired after the date of enactment of the No Child Left Behind Act of 2001 and working in a program supported with funds under this part shall have —

“(A) completed at least 2 years of study at an institution of higher education;

“(B) obtained an associate’s (or higher) degree; or

“(C) met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment —

“(i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics, or

“(ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

“(2) CLARIFICATION. — The receipt of a secondary school diploma (or its recognized equivalent) shall be necessary but not sufficient to satisfy the requirements of paragraph (1) (C).



- “(d) EXISTING PARAPROFESSIONALS. — Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals hired before the date of enactment of the No Child Left Behind Act of 2001, and working in a program supported with funds under this part shall, not later than 4 years after the date of enactment satisfy the requirements of subsection (b).
- “(e) EXCEPTIONS FOR TRANSLATION AND PARENTAL INVOLVEMENT ACTIVITIES. — Subsections (c) and (d) shall not apply to a paraprofessional —
- “(1) who is proficient in English and a language other than English and who provides services primarily to enhance the participation of children in programs under this part by acting as a translator; or
 - “(2) whose duties consist solely of conducting parental involvement activities consistent with section 1118.
- “(f) GENERAL REQUIREMENT FOR ALL PARA PROFESSIONALS. — Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals working in a program supported with funds under this part, regardless of the paraprofessionals’ hiring date, have earned a secondary school diploma or its recognized equivalent.
- “(g) DUTIES OF PARAPROFESSIONALS. —
- “(1) IN GENERAL. — Each local educational agency receiving assistance under this part shall ensure that a paraprofessional working in a program supported with funds under this part is not assigned a duty inconsistent with this subsection.
 - “(2) RESPONSIBILITIES PARAPROFESSIONALS MAY BE ASSIGNED. — A paraprofessional described in paragraph (1) may be assigned —
 - “(A) to provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
 - “(B) to assist with classroom management, such as organizing instructional and other materials;
 - “(C) to provide assistance in a computer laboratory;
 - “(D) to conduct parental involvement activities;
 - “(E) to provide support in a library or media center;
 - “(F) to act as a translator; or



Appendix E

MICHIGAN TEST FOR TEACHER CERTIFICATION

Examinations Included in the Testing Program

Statewide		2001-2002 Number of Examinees
01	Language Arts	1,256
02	English	1,615
03	Journalism	15
04	Speech	324
05	Reading	356
07	Economics	67
08	Geography	156
09	History	976
10	Political Science	182
11	Psychology	355
12	Sociology	107
13	Anthropology	4
15	Behavioral Studies	1
16	Science	1,595
17	Biology	493
18	Chemistry	255
19	Physics	88
20	Geology/Earth Science	157
21	Astronomy	1
22	Mathematics (Secondary)	585
23	French	95
24	German	49
26	Latin	6
27	Russian	5



Statewide		2001-2002 Number of Examinees
28	Spanish	307
29	Italian	1
30	Polish	1
32	Business Education	198
33	Accounting	10
34	Business Administration	48
35	Secretarial Science	2
36	Distributive Education	23
37	Agricultural Education	20
39	Music Education	295
40	Family & Consumer Sciences	55
41	Visual Art Education	309
42	Health, Physical Education & Recreation	126
43	Health	219
44	Physical Education	471
46	Dance	12
47	Driver & Safety Education	1
48	Library Media	95
49	Environmental Studies	36
50	Computer Science	90
51	Guidance Counselor	288
53	Fine Arts	65
54	Humanities	6
56	Mentally Impaired	286
57	Speech & Language Impaired	78
58	Physical/Other Health Impaired	6
59	Emotionally Impaired	292



Statewide		2001-2002 Number of Examinees
61	Visually Impaired	16
62	Hearing Impaired	35
63	Learning Disabled	348
64	Autistic	50
65	Bilingual French	7
66	Bilingual German	1
70	Bilingual Spanish	31
74	Bilingual Arabic	12
75	Bilingual Other	1
78	Bilingual Yugoslavian	1
81	Bilingual Japanese	1
82	Early Childhood Education	910
83	Elementary Education	5,529
84	Social Studies	1,333
85	Middle Level	68
86	English as a Second Language	80
87	Industrial Technology	55
88	Technology and Design	2
89	Mathematics (Elementary)	1,015
96	Basic Skills	14,045
	Integrated Science (Elementary)	
	Integrated Science (Secondary)	
	Physical Science	
	Environmental Science	

*Currently under development



Michigan Test for Teacher Certification

FORMAT FOR BUDGET SUMMARY

The following per candidate costs are proposed for administering the basic skills examination and subject area examination for each subject area of certification. The estimated numbers of examinations to be administered are not guaranteed and are estimates based only on Michigan’s previous certification data.

TYPE OF EXAMINATION	ESTIMATED NUMBER OF EXAMS (1 YEAR) ADMINISTERED (UNITS)		PER CANDIDATE FEE PER EXAM	TOTAL FEE PER TYPE OF EXAMINATION
A. Basic Skills Examination	14,045	X	\$ <u>49</u>	\$ <u>688,205</u>
B. Subject Area Examination	23,578	X	\$ <u>74</u>	\$ <u>1,744,772</u>



BASIC UNIT PRICE FEE SCHEDULE

A.	Fee for Basic Skills Test	\$ <u>49</u>
B.	Fee for First Subject Area Test	\$ <u>74</u>
C.	Fee for Repeat of One Component of the Basic Skills Test	\$ <u>29*</u>
D.	Fee for Second subject Area Test	\$ <u>59</u>
E.	Added Fee for Late Registration	\$ <u>30</u>
F.	Added Fee for Emergency Registration	\$ <u>70</u>
G.	Fee for Essay Subtest Rescoring	\$ <u>30</u>
H.	Fee for Multiple-Choice Answer Sheet Rescore	\$ <u>25</u>
I.	Fee for Change of Registration	\$ <u>20</u>
J.	Fee for Score Report Reprints	\$ <u>15</u>
K.	Fee for Study Guides	\$ <u>6**</u>
Optional:		
L.	Fee for computer-assisted testing (CAT) for Basic Skills Test	\$ <u>120</u>

Please see Public Act No. 267 of 1986 Section II-A for additional details.

*Examinee automatically receives \$10 refund for each previously passed component that he/she does not retake. If the examinee is retaking only one component of the Basic Skills Test, he/she would receive \$20 in refund from the \$49 Test Fee under these circumstances, and, therefore, pay a fee equal to \$29.

**Study guides for each examination, which are paper-based, will be available for purchase for \$6 using order forms that are available in print and online. Study guides for each examination will be available online at no charge to candidates.