

**SP-16-0088**

**APPENDICES A - F**

## Section I: ELPA21 Universal Features

### What Are Universal Features?

**Universal features** are accessibility tools of the ELPA21 assessment that are either provided digitally through the assessment technology (embedded) or non-digitally at the local level (non-embedded). Universal features are available to all students based on student preference and selection.

### Embedded Universal Features

The ELPA21 digitally-delivered assessments include a wide range of embedded universal features. These features are available to all students as part of the technology platform.

Table 1 lists the embedded universal features available to all students for digitally-delivered ELPA21 assessments. It also includes a description of each feature. Although these features are generally available to all students, educators may determine that one or more might be distracting for a particular student, and thus might indicate that the feature should be turned off for the administration of the assessment to the student (see Section II – Designated Features).

**Table 1. Embedded Universal Features Available to All Students**

Universal Feature	Description
Amplification	The student raises or lowers the volume control, as needed, using headphones.
Answer choice eliminator	The student uses this feature to eliminate those answer choices that do not appear correct to the student.
Audio support	The student uses this feature to hear pre-recorded audio of most tasks. With the exception of the text in drag-and-drop text and the text in a word bank audio support is available for the following: Speaking – all tasks have audio support for all components; Listening – all tasks have audio support for all components; Writing – all tasks have audio support for all components except for inline editing tasks; and Reading – no audio support is available except for read-along tasks and for all K tasks and items.
Digital notepad	The student uses this feature as virtual scratch paper to make notes, write computations, or record responses. The digital notepad is item-specific and is available through the end of each test domain. Notes are not saved when the student moves on to a different test domain or after a break of more than 20 minutes.
Expandable passages	The student is able to expand each passage so that it takes up a larger portion of the screen as the student reads. The student can then retract the passage to its original size.
Highlighter	The student uses this digital feature for marking desired text, items, or response options with the color yellow. Highlighted text remains available throughout the test.
Mark for review	The student is able to flag items for future review during the assessment.

## APPENDIX A

	Markings are not saved when the student moves on to another test domain, or after pausing the test for more than 20 minutes.
Text-to-speech (for writing)	The student is able to have the prompt read aloud for any writing item read via the text-to-speech feature.
Writing tools	The student uses writing tools to format and edit written responses, including cut and paste, copy, underline, italicize, bold, undo/redo, and insert bullets.
Zoom (item-level)	The student can enlarge the size of text and graphics on a given screen. This feature allows students to view material in magnified form on an as-needed basis. The student may enlarge test content at least fourfold. The system allows magnifying features to work in conjunction with other accessibility features and accommodations provided.

### Non-embedded Universal Features

Some universal features may need to be provided locally outside of the computer administration system. These features are shown in Table 2. They can be made available to any student.

**Table 2. Non-embedded Universal Features Available to All Students**

Universal Feature	Description
Familiar examiner	The student's assessment is administered by a test administrator who has previously worked with the student in assessment or instruction settings. This universal feature should be used only if there is a strong rationale for having a familiar examiner. If a familiar examiner does administer the assessment, that person must have completed all training and sign a document indicating compliance with test security and ethical practices.
Read aloud (for writing)	The student has the prompt for any writing item read by a human reader who has completed all training and signed a document indicating compliance with test security and ethical practices.
Scratch paper	The student uses scratch paper to make notes, write computations, or record responses. All scratch paper must be collected and securely destroyed at the end of each test domain to maintain test security. The student can use an assistive technology device for scratch paper as long as the device is approved by the ELPA21 consortium. Test administrators have to ensure that all the notes taken on an assistive technology device are deleted after the test.

## Section II: ELPA21 Designated Features

### What Are Designated Features?

**Designated features** for the ELPA21 assessments are those features (embedded and non-embedded) that are available for use by any student for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). Designated features must be assigned to a student in advance of test administration by trained educators or teams using a consistent process.

### Who Makes Decisions About Designated Features?

Decisions about designated features should be made by educators (or teams of educators, with parent/guardian and student) who are familiar with the student's characteristics and needs. Decisions should reflect those supports that the student uses during instruction and for other assessments. Student input to the decision, particularly for older students, is recommended.

ELPA21 professional development materials provide suggested processes that may be used if a district or school does not have an existing process in place for adults and others to make decisions about designated features. The Personal Needs Profile (PNP), created and provided by ELPA21, is used to document which designated features a student needs and that will be made available to that student during the assessment. All embedded designated features must be activated via the PNP prior to testing.

### Embedded Designated Features

Table 3 shows the ELPA21 embedded designated features. It includes a description of each feature along with recommendations for when a student might benefit from using the feature.

**Table 3. Embedded Designated Features Identified in Advance**

Designated Feature	Description	Recommendations for Use
Color contrast	<p>The student is able to adjust the text color and screen background color based on the student's need. The color contrast options, in addition to the default black text on white background, include:</p> <ol style="list-style-type: none"> <li>1) black text on cream background;</li> <li>2) black text on light blue background;</li> <li>3) black text on light pink background;</li> <li>4) yellow text on blue background; and</li> <li>5) white text on black background.</li> </ol>	<p>Students with attention difficulties may need this feature for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that specific text and background color combinations meet the student's needs.</p>

## APPENDIX A

Color overlay	The student is able to overlay a semitransparent color onto test content.	This designated feature only works with black text on white background.
Line reader	The student is able to use this feature as a guide when reading text.	Students with attention difficulties or reading disabilities may need assistance with tracking where they are reading.
Masking	The student is able to block off content that is not of immediate need or that may be distracting. Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus. The student is able to focus his/her attention on a specific part of a test item by masking.	Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This feature also may be needed by students with print disabilities (including learning disabilities) or visual impairments.
Native language translation of directions (includes ASL)	Translation of general (not item-specific) test directions (not prompts or questions) is a language support available prior to the student being presented with the actual test items. The student can see test directions in another language.	Students who have limited English language skills can use the translated directions feature.
Turn off universal features	This feature allows disabling any universal feature that might interfere with student performance, or be distracting to the student.	Students who are easily distracted (whether or not designated as having attention difficulties or disabilities) may be overwhelmed by some of the universal features. Having evidence of which specific features may be distracting is important for determining which features to turn off.

## APPENDIX A

### Non-embedded Designated Features

Some designated features may need to be provided outside of the digital-delivery system. These features are shown in Table 4. They are to be provided locally for those students unable to use the embedded designated features.

**Table 4. Non-embedded Designated Features Identified in Advance**

<b>Designated Feature</b>	<b>Description</b>	<b>Recommendations for Use</b>
Magnification device	The student adjusts the size of specific areas of the screen (e.g., text, formulas, tables, and graphics) with an assistive technology device. Magnification allows increasing the size to a level not provided for by the zoom universal feature.	Students with visual impairments may need to increase the size of text and other item features beyond the 4X zoom universal feature provided by the test platform.
Noise buffer	The student uses noise buffers to minimize distraction or filter external noise during testing. Any noise buffer must be compatible with the requirements of the test (e.g., allow the student to hear listening items).	Students who are distracted by external noises within the testing environment may need noise buffers (e.g., headphones, mufflers).
Print on request	The student uses paper copies of entire test items.	Students may not be able to interact with items online (due to visual impairments, lack of familiarity with the computer-based format, or other cultural reasons), and as a result may need a paper copy of test items. The use of this accommodation may result in the student needing additional time to complete the assessment. A very small percentage of students should need this designated feature.
Student reads test aloud	The student reads the test content aloud. This feature must be administered in a one-on-one test setting.	Students who are beginning readers may need to hear themselves read in order to comprehend text.

## Section III: ELPA21 Accommodations

### What Are Accommodations?

**Accommodations** are changes in procedures or materials (embedded and non-embedded) that increase equitable access during the ELPA21 assessments and generate valid assessment results for students who need them. Accommodations are for students for whom there is documentation of need on an Individualized Education Program (IEP) or 504 accommodation plan so that these students show what they know and can do on the ELPA21 assessments.<sup>1</sup>

### Who Makes Decisions About Accommodations?

IEP teams and educators for 504 plans make decisions about accommodations. These decision makers provide evidence of the need for accommodations and ensure that they are noted on the IEP or 504 plan. Decision makers are responsible for entering information on accommodations for ELPA21 from the IEP/504 plan into the PNP so that all embedded accommodations can be activated prior to testing. This can be accomplished by identifying one person (for example, a team member or a test coordinator) enter information into the PNP prior to testing.

### Embedded Accommodations

Table 5 lists the embedded accommodations available for the ELPA21 assessments. The table includes a description of each accommodation along with recommendations for when the accommodation might be needed and how it can be used.

**Table 5. Embedded Accommodations Available with an IEP or 504 Plan**

<b>Accommodation</b>	<b>Description</b>	<b>Recommendations for Use</b>
Extended time	The student uses extended time to complete testing. A maximum of up to one school day is allowed to complete one test domain during the prescribed testing window. Students who use this accommodation must be given a quiet location in which to complete the test.	Students require additional time because of testing fatigue, memory load issues, or medication requirements.
Replaying test items (for listening)	The student replays a listening item as many times as needed (beyond the default of two plays).	Students with hearing impairments or attention issues may require additional listening opportunities.

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<sup>1</sup> The exception to the IEP or 504 requirement is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. These students may use the speech-to-text or the scribe accommodations (if they have had sufficient experience with the use of these), as noted in this section.

## APPENDIX A

### Non-embedded Accommodations

Table 6 shows the ELPA21 non-embedded accommodations. The table includes a description of each accommodation, along with recommendations for when the accommodation might be needed and how it can be used.

**Table 6. Non-embedded Accommodations Available with an IEP or 504 Plan**

Accommodation	Description	Recommendations for Use
Answer orally	The student dictates responses either verbally, using a speech-to-text device, augmentative/assistive communication device (e.g., picture/word board), or by signing, gesturing, pointing, or eye-gazing. Grammar checker, Internet access, and stored files functionalities must be turned off. Word prediction must also be turned off for students who do not receive this accommodation.	Students who are unable to use a keyboard or mouse may need to respond orally to a human scribe or transcriber.
Assistive technology	The student is able to use assistive technology, which includes such supports as typing on customized keyboards, assistance with using a mouse, mouth or head stick or other pointing devices, sticky keys, touch screen, and trackball, speech-to-text conversion, or voice recognition. The starting list of assistive technology devices available on the ELPA21 field test is included in Appendix B.	Students who have difficulty manipulating a mouse or standard keyboard may need an alternative device.
Braille	A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Both contracted and uncontracted braille (English Braille, American Edition) are available; Unified English Braille will be adopted for future assessments.	Students who are blind or have low vision may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. The use of this accommodation may result in the student needing additional overall time to complete the assessment.
Large print test booklet	The student uses a large print form of the test is provided to the student with a visual impairment. The font size for the large print form is 18 point on paper sized 11 x 17.	Students with visual impairments may not be able to use zoom or magnifying devices to access the test may need a large print version of the form.
Scribe	The student dictates her/his responses to a human who records verbatim what the student dictates. A scribe is a skilled person who has	Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken



## APPENDIX A

	<p>been trained to write down what a student dictates by an assistive communication device, pointing, sign language, or speech. It is important that the student is able to develop planning notes via the human scribe, and to view what was produced while composing via dictation to the scribe.</p>	<p>hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim. The use of this accommodation may result in the student needing additional time to complete the assessment. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills.</p>
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## Resources

Christensen, L., Shyyan, V., Schuster, T., Mahaley, P., & Saez, S. (2012). Accommodations manual: How to select, administer, and evaluate use of accommodations for instruction and assessment of English language learners. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Available at:

<http://www.cehd.umn.edu/NCEO/OnlinePubs/ELLSManual090612.pdf>

National Center on Educational Outcomes. (2009). Accommodations bibliography. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Available at:

<https://apps.cehd.umn.edu/nceo/accommodations/>

Partnership for Assessment of Readiness for College and Careers. (2014). PARCC accessibility features and accommodations manual. Available at:

<http://parcconline.org/sites/parcc/files/PARCCAccessibilityFeaturesandAccommodationsManualNovember2013.pdf>

Shyyan, V., Christensen, L., Touchette, B., Lightborne, L., Gholson, M., & Burton, K. (2013). Accommodations manual: How to select, administer, and evaluate use of accommodations for instruction and assessment of English language learners with disabilities. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Available at:

<http://www.cehd.umn.edu/NCEO/OnlinePubs/ELLSWDAccommodationsManual.pdf>

Smarter Balanced Assessment Consortium. (2014). Usability, accessibility, and accommodations guidelines. Available at: [http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced\\_Guidelines\\_091113.pdf](http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf)



## ELPA21 Field Test and Platform and System Trial

### Headset Specifications

The table below outlines features for headsets and Questar's rationale in recommending those features. Please note that Questar does not endorse specific brands or devices.

Recommended Features	Reason for Recommendation	Alternatives not Recommended
<b>Device:</b> <i>Headset with attached microphone</i>	Allows for recording and playback using the same device.	Separate headphones and microphone increase the need to ensure proper connection and setup on the computer and complicate the testing site set-up.
<b>Headset Design:</b> <i>Over Ear Headphones</i>	Comfortable to be worn for a longer period of time by students of different ages. Weight and size of headphones can be selected based on students' age. Portable headphones are smaller and lighter and hence may be suitable for younger students.	In ear headphones (ear buds) – for the general population - that are placed directly in the ear canal are more difficult to clean between uses. They may not be suitable for younger students. Ear bud microphones are attached to the cord, making capturing the students' voice more problematic.
<b>Play Back Mode:</b> <i>Stereo</i>	The sound files of the assessment are recorded and played back in stereo.	Mono headsets
<b>Noise Cancellation Feature:</b> <i>None Needed</i>	Noise cancellation often does not cancel out the sound of human voices.	Many headsets with a noise cancellation feature require a power source, this adds cost and complicates the testing set-up.
<b>Type of Connector Plug:</b> <i>one 3.5 mm Plug, two 3.5 mm Plugs or USB connector</i>	Headsets must be compatible with the computer used for testing. Headsets with two 3.5 mm plugs can be converted with a "Y" adaptor to a single plug and be used with tablets USB-connected headsets require driver installation and may need to be enabled as playback/recording device.	NOTE: USB-connected headsets for iPads and Android tablets are not available/supported.  Bluetooth is not recommended.
<b>Special Considerations</b>	Alternative size headsets may need to be considered for smaller children, although not required. Ear buds with a microphone may be considered for students who wear head scarves or wraps, etc.	

\*Questar recommends avoiding microphones with windscreens (e.g. foam covers), unless they are removable, to assist with cleaning between uses.

\*\*Please Note: These specifications are for the ELPA21 Field Test only. ELPA21 does not yet have an operational vendor.

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# APPENDIX C



English Language Proficiency Assessment for the 21st Century (ELPA21)  
Enhanced Assessment Grant  
Oregon Department of Education, Lead State  
Council of Chief State School Officers, Project Management Partner

## ELPA21 Field Test and Platform and System Trial Hardware Specifications

Application	Operating System	OS Version	Processor	System Memory	Hard Disk Space	Screen Size Resolution	LAN Network	Internet Speed	Additional Requirements
ELPA21 Field Test Uses a Secure Browser	Windows	XP/Vista/7/8/2003/2008 (latest service pack) (NOTE: Windows 8 RT is not supported)	Intel Pentium 4 1.0 GHz equivalent or higher CPU Recommended Intel Core 2 Duo 1.6 Ghz equivalent or higher performing CPU or higher performing CPU	Minimum 256MB Free Ram Recommended 512 MB Free Ram	Minimum 1 GB Free Storage Space	Minimum 10" class screen size (10" class is 9.5 to 10.5 inches) Minimum 1024 X 768 screen resolution Recommended 12" or larger screen size	Minimum 100 Mbps LAN/802.11g Wireless 54 Mbps or greater Minimum available LAN bandwidth at each workstation: 1 Mbps Recommended 1 Gbps LAN/802.11n Wireless 150 Mbps or higher Recommended available LAN bandwidth at each workstation 2 Mbps	Minimum per device: 150 kps (Minimum with proctor caching 30 kps) Recommended: 300 kps  A secure browser will be used.  If more than 100 students testing simultaneously, proctor caching will be required.	Device compatible headset with built-in microphone, with either standard headset plug(s) or USB connection.
	Mac	10.6/10.7/10.8/10.9	Intel Core 2 Duo 1.6 GHz equivalent or higher performing CPU	Minimum 256MB Free Ram Recommended 512 MB Free Ram	Minimum 1 GB Free Storage Space	Minimum 10" class screen size (10" class is 9.5 to 10.5 inches) Minimum 1024 X 768 screen resolution Recommended 12" or larger screen size	Minimum 100 Mbps LAN/802.11g Wireless 54 Mbps or greater Minimum available LAN bandwidth at each workstation: 1 Mbps Recommended 1 Gbps LAN/802.11n Wireless 150 Mbps or higher Recommended available LAN bandwidth at each workstation 2 Mbps	Minimum per device: 150 kps (Minimum with proctor caching 30 kps) Recommended: 300 kps  A secure browser will be used.  If more than 100 students testing simultaneously, proctor caching will be required.	Device compatible headset with built-in microphone, with either standard headset plug(s) or USB connection.
	Linux	Ubuntu 11.10/Fedora 14 (NOTE: Debian 9 / OpenSUSE 11.1 are under review)	Intel Pentium 4 1.0 GHz equivalent or higher performing CPU Recommended Intel Core 2 Duo 1.6 Ghz equivalent or higher performing CPU	Minimum 256MB Free Ram Recommended 512 MB Free Ram	Minimum 1 GB Free Storage Space	Minimum 10" class screen size (10" class is 9.5 to 10.5 inches) Minimum 1024 X 768 screen resolution Recommended 12" or larger screen size	Minimum 100 Mbps LAN/802.11g Wireless 54 Mbps or greater Minimum available LAN bandwidth at each workstation: 1 Mbps Recommended 1 Gbps LAN/802.11n Wireless 150 Mbps or higher Recommended available LAN bandwidth at each workstation 2 Mbps	Minimum per device: 150 kps (Minimum with proctor caching 30 kps) Recommended: 300 kps  A secure browser will be used.  If more than 100 students testing simultaneously, proctor caching will be required.	Device compatible headset with built-in microphone, with either standard headset plug(s) or USB connection.

## APPENDIX D

### MEMORANDUM OF AGREEMENT BETWEEN THE ARKANSAS DEPARTMENT OF EDUCATION AND *<AGENCY/INSTITUTION>*

This Memorandum of Agreement (“the Agreement”) is entered into this *<DATE of Agreement>* by and between the Arkansas Department of Education (“the Department”) and *<GOVERNING ENTITY OR AUTHORIZED REPRESENTATIVE OF AGENCY/INSTITUTION>*.

I. PARTIES. The Arkansas Department of Education is a state educational agency, authorized to collect and maintain student educational records and to receive information from local educational agencies (LEAs) consistent with applicable state and federal laws and subject to the federal Family Educational Rights and Privacy Act (FERPA), as authorized by 20 U.S.C. § 1232g(b) and 34 CFR Part 99. The Department is headquartered at 4 Capitol Mall, Little Rock, Arkansas, 72201.

The *<AGENCY/INSTITUTION>* is an institution of higher education located in *<City, State, Zip>*; *<College Department, of the Agency/Institution to include address, city state zip>*

II. PURPOSE. The purpose of the Agreement is to document the terms under which the Department is authorized to release de-identified student information for approved research projects, and to designate the *<AGENCY/INSTITUTION>* as the authorized representative of the Department consistent with applicable federal and state laws concerning access to and confidentiality of student record information including FERPA.

As described herein, the *<AGENCY/INSTITUTION>*, as the Department’s authorized representative, may have temporary access to data in the custody of the Department for use in projects identified in addenda to the Agreement and under the terms and conditions described in the Agreement and any addenda to it.

III. AUTHORITY. Consistent with the federal Family Educational Rights and Privacy Act (FERPA) the Department may disclose information from students’ education records to its authorized representative without written consent for use in studies initiated or approved by the Department in connection with an audit or evaluation of Federal or State supported education programs; or enforcement of, or compliance with, Federal legal requirements relating to such programs. 34 CFR § 99.31(a)(3), 20 U.S.C. § 1232g(b)(3). The Department may also disclose information to its authorized representative without written consent for the purpose of conducting studies for or on behalf of the Department in order to develop, validate or administer predictive tests; administer student aid programs; or improve instruction. 34 CFR § 99.31(a)(6) and §§ 99.35; 20 U.S.C. § 1232g(b)(1)(F).

## APPENDIX D

The Department designates the <AGENCY/INSTITUTION> as its authorized representative for the purposes of disclosing student information for use in evaluation, enforcement, audit, compliance, or study as described above.

All projects referred to above shall be described in addenda to this Agreement, which shall include project information including but not limited to the scope of the project, the data that will be disclosed to the <AGENCY/INSTITUTION>, the temporary custodian appointed by the Department, applicable timelines, additional terms and conditions specific to each project, and requirements for communication and reporting to the Department.

IV. TERMS AND CONDITIONS. To effect the transfer of data and information that is subject to State and Federal confidentiality laws and to ensure that the required confidentiality of information shall always be maintained, the <AGENCY/INSTITUTION>, agrees to:

1. In all respects comply with the provisions of FERPA. For the purposes of the Agreement and the specific projects conducted pursuant to the Agreement and described in addenda to it, FERPA includes any amendments or other relevant provisions of federal law, as well as all requirements of 34 CFR Part 99 and 20 U.S.C. § 1232g. Nothing in this Agreement may be construed to allow either party to maintain, use, disclose, or share student record information in a manner not allowed under Federal law or regulation.
2. Name a temporary custodian of the Department's data for each project. That custodian shall be able to request and receive data under the Agreement and applicable addenda to it and to ensure the <AGENCY/INSTITUTION's> compliance with the terms of the Agreement and applicable laws. The Department shall release data only to the named temporary custodian, who shall be responsible for transmitting all data requests and maintaining a log or other record of all data requested and received pursuant to the Agreement and addenda to it, including confirmation of the completion of the project and the return or destruction of data as required by the Agreement. The Department or its agents may upon request review the records required to be kept by the <AGENCY/INSTITUTION> under this section.
3. Use data shared under the Agreement for no purpose other than the research projects described in the attached addenda, and as authorized under 34 CFR §§ 99.31(a)(6) and 99.35; or 34 CFR § 99.31(a)(3). Nothing in the Agreement or the addenda shall be construed to authorize the <AGENCY/INSTITUTION> to have access to additional data from the Department that is not included in the scope of the Agreement or under the terms of the projects described in the addenda to it or to govern access to



## APPENDIX D

the data by entities other than the Parties. The <AGENCY/INSTITUTION> further agrees not to share data received under the Agreement and addenda with any other entity without prior written approval from the Department. The <AGENCY/INSTITUTION> understands that the Agreement does not convey ownership of data to the <AGENCY/INSTITUTION>

4. Require all employees, contractors and agents of any kind to comply with the Agreement, and all applicable provisions of FERPA and other federal and state laws with respect to the data and information shared under the Agreement. The <AGENCY/INSTITUTION> agrees to require of and maintain an appropriate confidentiality agreement from each employee, contractor, or agency with access to data pursuant to the Agreement and addenda to it. Nothing in this section authorizes the <AGENCY/INSTITUTION> to share data and information provided under the Agreement and addenda with any other individual or entity for any purpose other than completing the work as authorized by the Department consistent with this Agreement and addenda to it.
5. Provide the Department with periodic status reports during the project term as described in addenda to this Agreement. Progress reports shall include but not be limited to progress of the project relative to established deadlines. The <AGENCY/INSTITUTION> shall provide the Department with immediate written notice of any changes to project protocols except as consistent with the Agreement and any addenda to it.
6. Maintain all data received pursuant to the Agreement separate from all other data files and not copy, reproduce or transmit data obtained pursuant to the Agreement except to its own agents acting for or on behalf of the Department and as necessary to fulfill the purpose of the project described in the attached addenda. All copies of data of any type, including any modifications or additions to data from any source that contains information, are subject to the provisions of the Agreement and addenda to it in the same manner as the original data disclosed by the Department to the <AGENCY/INSTITUTION>. The ability to access or maintain data under the Agreement shall not under any circumstances transfer from the <AGENCY/INSTITUTION> to any other individual, institution or entity.
7. Not disclose data contained under the Agreement or addenda to it in any manner that could identify any individual student to any entity other than the Department, or authorized employees, contractors and agents of the <AGENCY/INSTITUTION> working as the Department's authorized representative on projects approved by the Department consistent with this Agreement and described in addenda to it. Persons participating in approved projects on behalf of the Parties under this Agreement shall neither disclose or otherwise release data and reports relating to an

## APPENDIX D

individual student, nor disclose information relating to a group or category of students without ensuring the confidentiality of students in that group. Publications and reports of this data and information related to it, including preliminary project descriptions and draft reports shall involve only aggregate data and no personally identifiable information or other information that could lead to the identification of any student. No report of these data containing a group of students less than the minimum determined by the Department shall be released to anyone other than the Department. The <AGENCY/INSTITUTION> shall require that all employees, contractors and agents working on this project abide by that statistical cell size.

8. Not provide any data obtained under this Agreement to any entity or person ineligible to receive data protected by FERPA, or prohibited from receiving data from any entity by virtue of a finding under 34 CFR § 99.31(a)(6)(iii).
9. Destroy all data obtained under the Agreement and addenda to it when no longer needed for the purpose for which it was obtained. Nothing in this Agreement authorizes the <AGENCY/INSTITUTION> to maintain data beyond the time period reasonably needed to complete the projects described in the addenda to this Agreement. Upon termination of the Agreement or publication of reports generated under this Agreement and addenda to it, as authorized by the Department, whichever occurs first, the <AGENCY/INSTITUTION> shall return all data files and hard copy records to the Department and purge any copies of data from its computer systems in compliance with 34 CFR §§ 99.31(a)(6)(ii)(b) and 99.35(b)(2). The <AGENCY/INSTITUTION> agrees to require all employees, contractors, or agents of any kind to comply with this provision. No other entity is authorized to continue research using the data obtained under the Agreement upon the termination of the Agreement and projects described in addenda to it.
10. Provide the Department with one electronic and, upon written request, at least one paper copy of the final versions of all approved, released reports and other documents associated with this project. The Department reserves the right to distribute and otherwise use the final approved, released report and associated documents as it wishes, in sum or in part.

V. RELATED PARTIES. The <AGENCY/INSTITUTION> represents that it is authorized to bind to the terms of the Agreement, including confidentiality, maintenance, publication, and destruction or return of data, all related or associated institutions, individuals, employees or contractors who may have access to the data or may own, lease or control equipment or facilities of any kind where the data is stored,



## APPENDIX D

maintained or use in any way.

VI. FEES. There shall be no cost or fees charged to or paid by any party participating in this Agreement unless agreed to in writing by an authorized representative of each organization.

VII. TERM. This Agreement takes effect upon signature by the authorized representative of each Party and shall remain in effect until completion of the projects described in the addenda or until canceled by either Party upon 30 days written notice, whichever occurs first. The Agreement is renewable upon written approval by the authorized representative of each Party.

VIII. This Agreement expresses the entire agreement of the parties and shall not be modified or altered except in writing executed by the authorized representatives of the Department and the <AGENCY/INSTITUTION>, and in a manner consistent with applicable Arkansas and Federal laws.

## IX. EXECUTION

\_\_\_\_\_  
<ASSISTANT COMMISSIONER>  
Arkansas Department of Education

Date: \_\_\_\_\_

\_\_\_\_\_  
<AGENCY AUTHORIZED REPRESENTATIVE>  
<AGENCY/INSTITUTION>

Date: \_\_\_\_\_

Attachment(s): Addendum A

## APPENDIX D

### **Addendum A: <BRIEF SYNOPOSIS ABOUT STUDY, DATASETS REQUESTED AND WHO WILL HAVE ACCESS TO DATA>**

#### **Datasets to be utilized:**

<PROVIDE DESCRIPTION OF DATASET TO BE USED TO FULFILL REQUEST>De-identified student-level achievement, demographic, and discipline data for all Arkansas students

#### **Principal Investigator (Temporary Custodian):**

< PROVIDE PRINCIPAL INVESTIGATOR INFORMATION-NAME ADDRESS PHONE NUMBER, EMAIL ADDRESS..ETC>

#### **Co-Principal Investigator (Temporary Custodian):**

< PROVIDE PRINCIPAL INVESTIGATOR INFORMATION-NAME ADDRESS PHONE NUMBER, EMAIL ADDRESS..ETC>

#### **Co-Principal Investigator (Temporary Custodian):**

< PROVIDE PRINCIPAL INVESTIGATOR INFORMATION-NAME ADDRESS PHONE NUMBER, EMAIL ADDRESS..ETC>

## APPENDIX E

SCHEDULE OF MAJOR DELIVERABLES SY 2015-16	
<b>Project Management</b>	
Within 10 days of awarding of contract	Kickoff Meeting
	First Annual Planning Meeting
	Programming Meeting
	Submit final Project Report to ADE
<b>Item Development</b>	
	Submit plan for field testing new items
<b>Test Development</b>	
	Submit a publishable version of Assessment Framework to ADE
	Submit draft summative test development plan to ADE
	Submit final summative test development plan to ADE
	Submit final Summative Test Administration Manual to ADE
	Submit final Summative Test Coordinators Manual to ADE
	Test Administration Website ready go live
	Complete one practice test for each grade band
	Load summative test forms to the system
	Provide paper forms of the summative test for each grade band, including large print
	Finalize lv/b summative test forms for each grade band
	Cognitive laboratories for lv/b test forms
	Submit final Assessment Guide to ADE
<b>Test Administration Training</b>	
	Submit a comprehensive training plan to ADE
	Submit a Help Desk Services plan to ADE
	Using a Personal Needs Profile- like tool
	Using the Online Assessment Demonstration Site
	Online Assessment Program Webinar
	First Pre Operational Summative Test Webinar
	Second Pre-Operational Summative Test Webinar

## APPENDIX E

<b>Assessment Research and Reporting</b>	
	Submit a Platform and System Trial study plan to ADE
	Submit a test scoring and data analyses plan to ADE
	Submit a study/data analysis plan for universal features, accessibility features, and accommodations (or a subset)
	Finalize the scoring and data analyses plan
	Conduct Platform and System Trial studies
	Submit Platform and System Trial results and recommendations to ADE
	Conduct rangefinding meetings for summative
	Complete scoring of student responses for summative
	Complete data analyses for summative
	Submit final summative test data and analysis results to ADE
	Submit final Technical Report to ADE
	Complete comparability studies of electronic and paper forms for the summative instrument
<b>Score Reports</b>	
	Individual Student Reports (in-site date)
	Translated templates for Individual Student Reports
	School-level and District-level Reports (in-site date)
	General Research File to state(s) (in-site date)
<b>Helpdesk</b>	
	Submit training and staffing plan for Tier 1 customer service for state assessment directors and chiefs
<b>Development of an Online Assessment System</b>	
	Submit final Technology Guidelines to ADE
	Complete all registration functions
	Test registration functions on staging server (state QC)
	Complete Personal Needs Profile - like functions
	Complete all student testing functions
	Test student testing functions on the staging server (state QC)
	Complete all functions of the online system for test administration
	Test all the entire system on the staging server (state QC)

## APPENDIX E

	Submit final Online Assessment System Technology Manual
	Online system is ready for students taking the summative (annual) test
	Submit open source system codes to ADE