

STATEMENT OF WORK

Formative Assessment Program and Related Services

THE SCHOOL BOARD OF PALM BEACH AND THE ONLINE ASSESSMENT PROGRAM Provided by The Princeton Review, Inc.

Overview

This Statement of Work is subject to and a part of the Online Assessment Services Agreement between The Princeton Review, Inc. (“TPR”) and **The School Board of Palm Beach County** (“SBPBC”) dated **July 27, 2005** (the “Agreement”). This Statement of Work (“SOW”) identifies the deliverables to be provided by TPR and the payment terms for those deliverables. All capitalized terms contained, but not defined, in this SOW shall have the meaning assigned to such terms in the Agreement. Any conflict between the terms of this SOW and the Agreement shall be governed by the terms of the Agreement unless otherwise specifically agreed to in writing.

The Effective Date of this SOW is August 2, 2007 and this SOW will remain in effect until June 30, 2008.

Below is a schedule of specific program deliverables and the associated payment terms.

Program Deliverables

Program deliverables are organized as follows:

- I. Provide Web Platform: Assessment Center (ASC)
- II. Import SBPBC-created Reading and Mathematics Diagnostic Assessments in ASC
- III. Provide TPR-created Reading and Math Diagnostic Assessments
- IV. Provide Science Mini Assessments
- V. Print and Disseminate Assessments
- VI. Data Collection: Scanning and Scoring
- VII. Data Collection: Clicker Technology
- VIII. Data Transfers to and from SBPBC
- IX. Training
- X. Provide Program Management
- XI. Psychometric Analysis

(I) Provide Web Platform: Assessment Center (ASC)

- A. *Assessment Center* system will be available to SBPBC and its relevant users (including administrators, teachers and students) from August 2, 2007 to June 30, 2008.
- i. TPR will provide SBPBC access to an ASC training site on August 2, 2007. SBPBC and its relevant users will be able to access their own ASC accounts on September 4, 2007.
 - ii. The Technical Specifications for ASC are found in Appendix A.
 - iii. TPR shall use commercially reasonable efforts to keep *Assessment Center* available on a 24 hours a day, seven days a week basis, subject to scheduled downtime for maintenance purposes. Any such downtime shall be scheduled at times that minimize the impact to SBPBC.
 - iv. The parties acknowledge that because the Internet is neither owned nor controlled by any one entity, TPR makes no guarantees that any given user will be able to access *Assessment Center* at any given time for causes outside of the control of TPR, and TPR shall not be liable to SBPBC for failure of accessibility to *Assessment Center* due to causes outside of the control of TPR, provided that TPR has implemented, at minimum, industry standard measures to protect against such failures. Furthermore, TPR will work with SBPBC will coordinate and cooperate in good faith to resolve issues that may arise.
- B. TPR will provide online reporting of assessment results via *Assessment Center*. Online reports will be available to teachers and students upon completion of an online test.
- C. TPR shall provide SBPBC with technical support via Customer Support Center, which includes telephone, e-mail, and chat support regarding use of *Assessment Center* and resolution of issues:
- i. Telephone and email support: Monday – Friday, 8 a.m. – 6 p.m. ET.
 - ii. TPR shall endeavor to fix all issues in a timely manner, subject to issue complexity and locus, and to inform the SBPBC of the time required to resolve the issue.
 - iii. The SBPBC acknowledges that TPR may not be able to resolve an issue if the SBPBC does not use all reasonable efforts to cooperate with and assist TPR in resolving the issue (including, without limitation, in replicating an error or other issue, in retrieving workstation, server and log file data relating to the issue).
- D. TPR offers a section in the *Assessment Center* for posting resource materials, called Program Materials, for which TPR and SBPBC may provide as many materials as needed for users.
- E. TPR will provide the following standard customizations for the SBPBC:
- i. TPR-created, SBPBC-approved branding on the *Assessment Center* web site. The branding logo is limited to 117px x 61px.
 - ii. TPR will create customized student logins for SBPBC. The username and password will be “pb + student ID #”.
 - iii. SBPBC will choose one of the following standard TPR logins for all users other than students.
 - a. Username:
 - i. first letter of first name + last name + consecutive #
 - ii. first letter of first name + first 5 letters of last name + consecutive #
 - iii. User ID#

- iv. Email ID
 - b. Password
 - i. last name
 - ii. first letter of first name + first 5 letters of last name
 - iii. custom
- F. Pre-defined Assessments: TPR will provide SBPBC-created Reading and Math Common Assessments in Assessment Center.
- i. SBPBC has the option to provide updated Common Assessment items that may replace current items in *Assessment Center* in accordance with SOW #2 (approved August 2, 2006). Otherwise, all items will remain the same.
 - a. If SBPBC chooses to update Common Assessment items, items will be transmitted to TPR in a TPR and SBPBC mutually approved and specified compatible format, on or before August 2, 2007 to allow appropriate time to format, upload, and make changes to the assessments. TPR will complete uploading of the updated items into *Assessment Center* by September 4, 2007.
 - b. The approved format is a Microsoft Word document with GIF images in size proportions as indicated by Appendix B. SBPBC will simultaneously provide its own PDF versions if available.
 - c. TPR will provide online explanations for the updated multiple-choice items' answer choices by September 4, 2007.
 - d. TPR's assessment item upload and publishing process is explained in Appendix C.
 - ii. SBPBC retains ownership of all items that they provide to TPR. With the approval of SBPBC, TPR may make minor editorial changes to the items as necessary for copyediting (spelling, grammar usage, and punctuation errors) based upon the Chicago Manual of Style and TPR will ensure that all the items are aligned to the *Sunshine State Standards* as well as adhere to the appropriate FCAT item specifications as established by the Florida Department of Education.
 - iii. *Assessment Center* will contain the following SBPBC-created Common Assessments:
 - i. 262 unique assessments
 - a. 14 Math in grades 3-10 and 12 Algebra in grades 8-9 (150 assessments) with 10-15 multiple choice items
 - b. 14 Reading in grades 3-10 (112 assessments) with 10-15 multiple choice items
 - c. The chart below details the Common Assessments per subject and grade to be available in the *Assessment Center*:

Subject	Common Assessments	
	Reading	Mathematics
Grade 3	14	14
Grade 4	14	14
Grade 5	14	14
Grade 6	14	14
Grade 7 <i>Regular</i>	14	14
Grade 7 <i>Pre-Algebra</i>		14

Grade 8 <i>Pre-Algebra</i>	14	14
Grade 8 <i>Algebra</i>		12
Grade 9 <i>Algebra</i>	14	12
Grade 9/10 <i>Inf Geometry</i>	14	14
Grade 9/10 <i>Geometry</i>		14

- ii. SBPBC must secure copyright permission for items licensed to the SBPBC that are owned by a third party.
- iii. TPR will organize these items according to alignment to the Florida *Sunshine State Standards* made by SBPBC for the online reporting functions of *Assessment Center*.

G. Pre-defined Assessments: TPR will provide TPR-created Reading and Mathematics Mini Assessments to SBPBC in *Assessment Center*.

- i. The Mini Assessments will be available for online administration only in AY 07-08.
- ii. The chart below details the number of Mini Assessments written for single benchmarks in Reading and Mathematics: (There are individual assessments per Math benchmark. However, there are two sets of Mini Assessments per Reading benchmark due to fewer Reading benchmarks.)

Subject	Mini-Assessments	
	Reading	Math
Grade 3	16	24
Grade 4	16	24
Grade 5	16	25
Grade 6	16	25
Grade 7	16	26
Grade 8	16	26
Grade 9	18	22
Grade 10	18	22

- iii. The Mini Assessment items and test forms adhere to the appropriate *Florida Comprehensive Assessment Test* item specifications and are aligned with the appropriate *Sunshine State Standards* as established by the Florida Department of Education.

H. TPR will provide full access to the standard *Assessment Center* Item Bank, which includes Reading/Language Arts, Mathematics, and Science items.

- i. Items in the Item Bank are aligned to the *Sunshine State Standards* benchmarks and for a select number of items, adhere to the *Florida Comprehensive Assessment Test* item format and idiom.
- ii. The chart below details the total number of items in the *Assessment Center* Item Bank and the number of items aligned to *Sunshine State Standards* and *Florida Comprehensive Assessment Test* item format and idiom.

Subject	Grades	Number of Items in Item Bank	Number of Items Aligned to SSS and Adhere to FCAT specifications
Reading	3-10	79,505	4,640
Mathematics	3-10	138,340	6,967

Science	3-11	6,406	5,215
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(II) Import SBPBC-created Reading and Mathematics Diagnostic Assessments in ASC

A. SBPBC will provide its own existing grade 10 Diagnostic Assessments for use in the *Assessment Center*.

- i. These Reading and Mathematics Diagnostic items will be assigned to students who must retake the actual FCAT. These assessment forms will be administered to students in multiple grades.
- ii. The Reading and Mathematics Diagnostic items to be administered in the Fall will be transmitted to TPR in a TPR and SBPBC mutually approved and specified compatible and approved format, by August 2, 2007 to allow appropriate time to format and upload the assessments. TPR will complete uploading of the items into *Assessment Center* by September 4, 2007.
- iii. The Reading and Mathematics Diagnostic items to be administered in the Winter will be transmitted to TPR in a TPR and SBPBC mutually approved and specified compatible and approved format, by August 19, 2007 to allow appropriate time to format and upload the assessments. TPR will complete uploading of the items into *Assessment Center* by October 1, 2007.
- iv. The approved format is a Microsoft Word document with GIF images in size proportions as indicated by Appendix B. SBPBC will simultaneously provide its own PDF versions if available.
- v. TPR will provide online explanations for the Reading and Mathematics Diagnostic multiple-choice items' answer choices for the Fall administration by September 4, 2007 and the Winter administration by October 1, 2007.
- vi. TPR's assessment item upload and publishing process is explained in Appendix C.

B. SBPBC retains ownership of all items that they provide to TPR. TPR will import these Diagnostic Assessment items "as is" without changes to the items or their art.

C. *Assessment Center* will import SBPBC-created Diagnostic Assessments for grade 10. There will be a total of 4 unique assessments.

- i. 2 Reading and 2 Mathematics Diagnostics in grade 10 with 36 multiple choice items on each test.
- ii. The chart below details the imported Diagnostic Assessments per subject and grade:

Diagnostic Assessments for Grade 10		
Subject	Reading	Mathematics
Fall	1	1
Winter	1	1

D. SBPBC must secure copyright permission for items licensed to SBPBC that are owned by a third party.

E. TPR will organize these items according to alignment to the Florida *Sunshine State Standards* made by SBPBC for the online reporting functions of *Assessment Center*.

(III) Provide TPR-created Reading and Mathematics Diagnostic Assessments

- A. TPR will provide custom Diagnostic Assessments for 2 unique assessment forms in Reading and Mathematics in grade 2 for AY07-08.
 - i. TPR will create the grade 2 Diagnostic Assessments and provide them in PDF format to SBPBC by January 18, 2008.
 - ii. The Diagnostic Assessments will have 30 questions on each form.
 - iii. The chart below details the TPR-created Diagnostic Assessments per subject:

Diagnostic Assessments in Grade 2		
Subject	Reading	Mathematics
Spring	1	1

- B. TPR will provide Reading and Mathematics Diagnostic Assessment development consulting.
 - i. TPR will conduct a Blueprint Design session for 1 day on or before September 28, 2007. Blueprinting must be completed 12 weeks before the delivery of an assessment.
 - ii. TPR will conduct a facilitated Item and Assessment Form Review for 1 day. For custom item development, these sessions will allow SBPBC personnel to review test items and request edits. Each review round for a particular test form should be conducted by the same SBPBC reviewers. Items will be deemed acceptable by TPR and SBPBC if they:
 - a. adhere to the appropriate *Florida Comprehensive Assessment Test* item specifications and are aligned to the *Sunshine State Standards* as established by the Florida Department of Education,
 - b. assess the corresponding skill,
 - c. are grade-level appropriate for difficulty, diction, and syntax,
 - d. are grammatically and mechanically correct,
 - e. include only one correct answer and valid “distractors”, and
 - f. are free from bias or stereotyping.
 - iii. TPR will replace up to 10% of items at SBPBC’s discretion, regardless of the items’ conformity to the above criteria.
 - iv. TPR will provide 4 rounds of Item and Assessment Form reviews. Item Review Types:
 - a. Initial Item Review: TPR will present items aligned to each blueprint. SBPBC review team will evaluate each item for alignment, level of rigor, grade appropriateness, absence of bias, etc. A TPR Content expert will facilitate each session.
 - b. Second Item Review: TPR will present all items from Initial Item Review with required edits and replacement items via email to SBPBC review team. Items approved in Review 1 may not be edited; Review 1 items with edits may only be confirmed; new items may be edited. This is an unfacilitated review.
 - c. Third Item Review: TPR will present all items from Second Item Review with required edits and replacement items via email to SBPBC review team. Items approved in Review 2 may not be edited; Review 2 items with edits may only be confirmed; new items may be edited. This is an unfacilitated review.

- d. Final Assessment Form Review: SBPBC will provide final approval of the completed test forms. This is an unfacilitated review.

(IV) Provide Science Cluster Exams

A. TPR will create Science Cluster Exams in grades 5, 8, and 11 to be available in *Assessment Center*.

- i. TPR will create a total of 24 unique assessments for the Science Cluster Exams. The Cluster Exams will be available in *Assessment Center* as follows:

Grades	Cluster	Deadline	Total Tests
5, 8, 11	T1 - Cluster 1, 2, 3, 4	November 16, 2007	12
5, 8, 11	T2 - Cluster 1, 2, 3, 4	January 18, 2007	12

- ii. The Cluster Exams will have 20 questions on each unique assessment.
- iii. The Cluster Exams will be available for online administration only in AY 07-08

B. TPR will provide Science Cluster Exams development consulting.

- i. TPR will conduct a Blueprint Design session for 1 day on or before August 2, 2007. Blueprinting must be completed 12 weeks before the delivery of an assessment.
- ii. TPR will conduct a facilitated Item and Assessment Form Review for 1 day. For custom item development, these sessions will allow SBPBC personnel to review test items and request edits. Each review round for a particular test form should be conducted by the same SBPBC reviewers. Items will be deemed acceptable by TPR and SBPBC if they:
 - a. adhere to the appropriate *Florida Comprehensive Assessment Test* item specifications and are aligned to the *Sunshine State Standards* as established by the Florida Department of Education,
 - b. assess the corresponding skill,
 - c. are grade-level appropriate for difficulty, diction, and syntax,
 - d. are grammatically and mechanically correct,
 - e. include only one correct answer and valid “distractors”, and
 - f. are free from bias or stereotyping.
- iii. TPR will replace up to 10% of items at SBPBC’s discretion, regardless of the items’ conformity to the above criteria.
- iv. TPR will provide 4 rounds of Item and Assessment Form reviews. Item Review Types:
 - a. Initial Item Review: TPR will present items aligned to each blueprint. SBPBC review team will evaluate each item for alignment, level of rigor, grade appropriateness, absence of bias, etc. A TPR Content expert will facilitate each session.
 - b. Second Item Review: TPR will present all items from Initial Item Review with required edits and replacement items via email to SBPBC review team. Items approved in Review 1 may not be edited; Review 1 items with edits may only be confirmed; new items may be edited. This is an unfacilitated review.

- c. Third Item Review: TPR will present all items from Second Item Review with required edits and replacement items via email to SBPBC review team. Items approved in Review 2 may not be edited; Review 2 items with edits may only be confirmed; new items may be edited. This is an unfacilitated review.
- d. Final Assessment Form Review: SBPBC will provide final approval of the completed test forms. This is an unfacilitated review.

(V) Print and Disseminate Assessments

- A. SBPBC will print and disseminate Diagnostic and Common Assessments to all schools.
- B. SBPBC will hire 1 full-time Warehouse Test Distribution Assistant.

(VI) Data Collection: Scanning and Scoring

- A. TPR will provide the data collection option of scanning called, *ReviewScan*, to all schools by September 4, 2007.
 - i. SBPBC will provide NCS Pearson OPScan scanners, designated by TPR as compatible with *ReviewScan* software.
 - ii. Each school's technology specialist, ITSA, will install the *ReviewScan* application at their respective school on all computer workstations that have NCS Pearson OpScan scanners attached and are designated for the Online Common Assessment Program.
 - iii. The *ReviewScan* application will read TPR scan sheet forms. However, SBPBC may provide their own scan sheets as long as the scan sheets meet all TPR software and hardware requirements.
 - iv. SBPBC is responsible for the distribution and maintenance of all scanning equipment and the dissemination of all testing materials.
- B. TPR's *ReviewScan* application will be used for pre-printing select student information on scan sheets, scanning student responses, and reporting class results for hard copy Reading and Mathematics Common Assessments.
 - i. If the schools opt to administer Common Assessments in hard copy format and would like the results reported in ASC, then each respective school will be responsible for scanning the assessments themselves. All constructed response items from the Common Assessments will be hand-scored by the teacher, and will not be reported within ASC.
 - ii. *ReviewScan* application will provide a Class Report, which can be printed immediately upon completion of a scanned batch of assessments regardless of *Assessment Center*.
 - iii. The Class Report details the assessment code ID number, assessment name, teacher name, class name, assessment answer key, students' ID numbers, students' first and last names, students' responses per each question (correct and incorrect), students' overall percent correct, and percent answered correctly for each question.
 - iv. TPR will make results from *ReviewScan*-processed student scan sheets available in ASC 1 hour after schools scan and "send scores."

- C. TPR will automate all necessary data from *Assessment Center* to the *ReviewScan* application to ensure that the weekly SIS files provided by SBPBC are imported into *Assessment Center*. In addition, the answer keys for the Reading and Mathematics Common Assessments, provided by SBPBC and available in *Assessment Center*, are also available in the *ReviewScan* application.

(VII) Data Collection: Clicker Technology

- A. TPR will continue partnering with eInstruction to provide clicker technology. The clicker technology program, *CPS Online*, will collect Common Assessment data, and then report results in *Assessment Center*.
 - i. TPR and SBPBC will offer clicker technology use to 4 pre-selected schools (pilot sites in AY06-07) to use clicker technology for Common Assessment testing by September 4, 2007.
 - a. The schools are Atlantic High School, K.E.C. Canal Point Elementary School, Palm Beach Lakes High School and Palm Springs Middle School.
 - b. There are a total of 70 class clicker sets that will be offered to these 4 pre-selected schools.
 - ii. TPR will upload all Common Assessments into eInstruction's *CPS Online* program.
- B. TPR will provide logins for *CPS Online* to other schools in the district to administer the Common Assessments if:
 - i. the schools have a current user license with eInstruction,
 - ii. the schools have the most recent software version of *CPSOnline* program installed on their desktops, and
 - iii. the schools have compatible clicker class sets (Gen 2 RF).
- C. TPR will ensure program communication between *Assessment Center* and eInstruction's *CPSOnline* program to publish assessments and distribute SIS student data (Appendix D).
 - i. TPR will import/export assessments, student information, and response data to and from *Assessment Center* and *CPSOnline*.
 - ii. TPR will collect and post student response data from clicker technology three times a day (11am, 3pm, and 8pm) in *Assessment Center* online reports for SBPBC teachers to view results within an hour of processing (12pm, 4pm, and 9pm).
 - iii. While teachers wait for results to transfer from *CPS Online* to *Assessment Center*, teachers will have access to standard printable reports in *CPS Online*.
 - iv. All student result data from *CPS Online* will be included in the data transfer files, as indicated in section IX.
 - v. eInstruction will make all functionality of clicker class sets (Gen 2 RF) available for *CPS Online* software so that schools may utilize alternating answer choices ABCD/FGHJ by September 4, 2007.

(VIII) Data Transfers to and from SBPBC Database

- A. SBPBC will provide TPR with all required files, including school, administrator, coaches/Learning Team Facilitator, teacher, student and class assignment, in SBPBC and TPR mutually approved and specified format, no later than August 13, 2007 (Appendix

- D). These files will contain records for students in grades 3-12. Regular SBPBC SIS data updates to the *Assessment Center* will occur once per week through the duration of this SOW. In the event that the data files are formatted incorrectly due to improper file specifications, TPR will make the necessary corrections at no charge to SBPBC. However, if SBPBC submits files that do not adhere to the file specifications, TPR may conduct data-cleanup with approval from SBPBC, in order to facilitate timely user data input. TPR data cleanup is provided at the hourly rate outlined in the Additional Goods and Services Schedule located at the end of this SOW.
- B. TPR will transfer Grade 10 Diagnostic Assessment student performance data to SBPBC by posting data files, in a TPR and SBPBC mutually agreed upon format, to a TPR FTP site monthly, beginning on September 7, 2007 through June 13, 2008 (Appendix E).
- C. TPR will transfer Common Assessment student performance data to SBPBC by posting data files, in a TPR and SBPBC mutually agreed upon format, to a TPR FTP site weekly, beginning on September 7, 2007 through June 13, 2008 (Appendix F).

(IX) Training

- A. Train-the-Trainer: TPR will provide 12 live train-the-trainer sessions for *Assessment Center*.
- i. *Assessment Center* professional development is 3 hours of hands-on computer train-the-trainer on the ASC platform.
 - ii. There will be 12 sessions offered on or before October 31, 2007.
 - iii. The participants will be various district members such as Principals, Learning Team Facilitators, Coaches, and school technology specialists (ITSA).
 - iv. Each session accommodates up to 30 participants. Each session will require online access.
 - v. TPR will provide a training manual with appropriate support documents for the respective audiences.
 - vi. Each participant will be requested to provide contact information for future correspondence regarding the *Assessment Center* program.
 - vii. Additional training sessions beyond those listed here will be provided at a cost to SBPBC as set forth in the attached pricing schedule.
 - viii. All contracted training will be conducted by the end of the SOW date.
- B. Training Video Series: SBPBC will post the TPR-created animation training video series through a SBPBC-selected website by September 7, 2007.
- i. TPR grants SBPBC a non-transferable license during the term of this SOW to display this animation training video series within the School District to support the program and instruction.
 - ii. TPR will revise the video series to reflect any program updates at mutually agreed upon times.
 - iii. TPR will give the animation video series to SBPBC in electronic format and on CD-ROM format.
 - iv. The animation video series will include updated information about the assessment program, TPR's *Assessment Center*, and how to implement the program during the school year. The animation video series is estimated to be 60 minutes.

- a. The animation video series will be structured into modules of various pieces of the program training: introduction, accessing the program, administering the assessments (online, scanner, and clicker modules), viewing reports, and selecting skill resources.
- b. The animation video series will be a resource for first-time users to follow and for trained users to review.

(X) Project Management

- A. TPR will provide a team of project managers. The team will include: 1 Senior Program Manager and 1 Project Manager.
- B. SBPBC will provide 1 full-time on-site project manager to service the Online Common Assessment Program.
- C. TPR will partner with NationalTeacher.org to provide 1 informational video for Principals to SBPBC by September 7, 2007.
 - i. TPR will give the informational video to SBPBC in electronic format and on CD-ROM format.
 - ii. TPR will create one informational video for the Principals. TPR will record a 7 minute informational video with general information about the Reading and Mathematics assessments, TPR's *Assessment Center* features (such as Program Materials and Skill Resources) and how the program will impact their students' learning.
 - iii. SBPBC will make the video available to Principals through a SBPBC-selected website.
 - iv. TPR grants SBPBC a license during the term of this SOW to use these videos within SBPBC to support the program and instruction.
 - v. TPR will revise the video series to reflect any program updates at mutually agreed times.
- C. Communication: TPR will use the following communication methods regularly with School District stakeholders to provide program information, updates, and status:
 - i. Phone
 - ii. Email
 - iii. Online meetings via Webex or Breeze
 - iv. District Newsletters
 - v. The Education Network

(XI) Psychometric Analysis

- A. TPR will provide SBPBC with a Feasibility Analysis and Report that evaluates the relationship between the distractors on the assessments and possible enhancements to the distractor information for teachers by September 28, 2007.
 - i. TPR's content team and psychometrician will analyze SBPBC's Math and Reading Common Assessments for one SBPBC-selected grade-level and submit the report.
 - ii. The report will include the following information:

- a. Assess the relationship between the distractors on the assessments
 - b. Identify student "misconception" for each item's incorrect answer choices
 - c. Recommendations for creating a statistically reliable report in *Assessment Center* for teachers to make instructional decisions based upon the students' performance across distractors
- B. TPR will provide SBPBC with Psychometric Analysis and a Report that evaluates how the questions from the Common Assessments perform by June 30, 2008.
- i. TPR's psychometrician will analyze SBPBC's Math and Reading Common Assessment (only) student result data and submit a report with the findings.
 - ii. The report will include the following information:
 - a. Item analysis by grade and assessment,
 - b. Item fit plots for each test,
 - c. 1, 2, or 3-parameter IRT analysis based on number of student responses,
 - d. Identification of poor performing items, and
 - e. Recommendations for edits to assessments for the following year based on item analysis and review of program goals.

Scope and Requirements Considerations

1. Services and/or timelines different or not specifically provided for, in this SOW may result in an increase in cost and/or affect the timing of the overall program.
2. Changes to the deliverables and/or obligations set forth in this SOW requested by either party will require a change order approved by both parties. Change orders requested by SBPBC will result in additional charges based on the type of change requested as outlined in Additional Goods and Services Schedule in the following section.
3. The parties will work together to promptly resolve any issues that arise during the term of this SOW. The parties will agree on a process for escalating issues that cannot be resolved. The parties will endeavor to work together in good faith to promptly resolve any issues that arise during the term of this SOW. If both parties being knowledgeable of the issues cannot agree on a resolution to such issues within eight 8 business days, SBPBC must notify TPR in writing outlining a Material Failure (defined below) to deliver the deliverable(s) set forth in the SOW. TPR will then have 10 business days to reasonably resolve the issue. If TPR is unable to reasonably resolve the issue during those 10 business days, SBPBC may withhold prorated payment related to the deliverable(s) in dispute until the issue has been reasonably resolved and/or terminate the Agreement pursuant to the terms set forth in Section IV or Section VII of the Agreement.

Additional Goods and Services

Goods/Services	Price for additions	Notes
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InfoImport data clean up	\$150 per hour	
Standard Professional Development	\$2600 per presenter day	
Assessment Consulting	\$2600 per day	
Psychometric Services (data analysis)	\$300 per hour	
Assessment Item Creation	\$300 per item	

Cost of Program

The total cost for the program is \$1,591,616.00. TPR will invoice based on completion of deliverables as detailed in the Invoicing Schedule below. The amount of the invoice will be based on the pricing of the deliverables described in Appendix G and will state the items being billed with reference to the applicable portion of the SOW.

Invoicing Schedule

SBPBC agrees to pay the Total Cost of each undisputed invoice within thirty (30) days of receipt of TPR's invoice.

Deliverable	Due Date	Invoice Month
ASC User License (installment 1)	August 2, 2007	October 2007
ASC User License (installment 2)	August 2, 2007	January 2008
ASC User License (installment 3)	August 2, 2007	June 2008
Importing Grade 10 Diagnostic Assessments	October 1, 2007	November 2007
Creating Grade 2 Diagnostic Assessments	January 18, 2008	February 2008
Science Cluster Exams (T1)	November 16, 2007	December 2007
Science Cluster Exams (T2)	January 18, 2008	February 2008
Clicker Technology Support	September 4, 2007	October 2007
Data Transfer (Common Asst weekly and Diagnostic Asst monthly)	September 7, 2007 – June 13, 2008	June 2008
Train-the-trainer Sessions	October 31, 2007	November 2007
Training Video Licensing	September 7, 2007	October 2007
Project Management (installment 1)	August 2, 2007	September 2007
Project Management (installment 2)	August 2, 2007	January 2008
Project Management (installment 3)	August 2, 2007	June 2008
New Principal Video	September 7, 2007	October 2007
Psychometric Feasibility Analysis	August 24, 2007	September 2007
Psychometric Standard Report	June 30, 2007	June 2008

Out Year Deliverables

Some of the key deliverables of the Online Common Assessment Program for fiscal years 2009 and 2010 may include the following products and services. If SBPBC decides to renew the Agreement for additional years, deliverables and pricing will be negotiated at that time.

- New item development beyond the replacement of items that cannot be answered as originally written
- Additional technology customization
- Additional integration services
- New materials or assessments

A Statement of Work will be agreed to by the parties to reflect the major deliverables and services for each year of the Agreement. Each such Statement of Work will be made an exhibit to the Agreement.

The Princeton Review, INC.

The School Board of Palm Beach County, FL

By: _____

By: _____

Name: _____

Name: _____

Date: _____

Date: _____

Appendix A

ASC Technical Requirements

In order for the *Assessment Center* and *ReviewScan* programs to function properly, certain technical requirements must be in place.

ASC COMPLETE TECHNICAL CHECK GUIDE

Please use the following information as a guide to setting up your computer stations.

1. Supported Browsers

- a) Internet Explorer 6 and above
- b) Safari 2 and above
- c) Firefox 1.5 and above

Note: (i) Browser cookies should be enabled, (ii) certain proxy servers may need to have caching disabled, (iii) security settings should be set to low, (iv) Pop-up windows should be allowed

2. Network Bandwidth Requirements

- a) ASC 2.0 is designed so that a user with a 56kb dial-up modem connection to the internet can access and use it.

3. Compatible OS (Mac and Windows)

- a) ASC is designed to be a true browser-based application. There are no operating system dependencies. Thus, as long as a supported browser is available on a particular OS, the application will support it.

b) Windows:

1. Windows 98
2. Windows ME
3. Windows XP
4. Windows 2000
5. Windows 2003

c) Mac OS:

1. OSX Tiger and above

4. Hardware and Software Requirements

- a) A regular PC with
 1. Intel Pentium II 200 MHz, Celeron 850 MHz
 2. VGA Monitor with 800x600 resolution
 3. 128 MB RAM

- b) Adobe Acrobat Reader is required to view some materials. (System Created Exams [Student Versions], Teacher Instructional Editions, Guides to Exam Administration, Program Overviews, etc.)

TECHNICAL DETAILS

Use the “Is Your Computer Assessment Center-friendly?” link found on the log-in page (<http://asc.princetonreview.com>) to diagnose the following settings:

1. Proxy Server Detection
2. Operating System
3. Browser Version
4. Cookies Enabled
5. Cache settings
6. SSL enabled
7. Screen Resolution
8. Connection Speed
9. Pop-up Blocking software

The diagnostic will make the following recommendations:

1. NETWORK RECOMMENDATIONS

Since ASC is a dynamic website, with all data stored on Princeton Review servers, it requires a fast, unhindered connection to the Internet.

Proxy Network - The online check tested the cache settings on your desktop, however, if you have a proxy network you must disable caching on your proxy.

Firewalls - If you are connecting to the internet through a proxy network set up to perform firewall functions, we recommend Microsoft ISA proxy. If you are using a different proxy and do not want to upgrade, please contact us for information on proxy settings.

Princeton Review IP Addresses - Proxy servers and other filtering software can interfere with some of the program’s pages, particularly those originating on the secured server. IP addresses are provided to make Princeton Review pages transparent to proxies and filters.

Many of our clients use proxies and this means changing IP addresses so students in schools may continue to access our site. Please find below our IP addresses. You may also make exception to your firewall/proxy by allowing content to be served by princetonreview.com domain.

2. PLATFORM AND BROWSER RECOMMENDATIONS

Platform: PC

Below are the minimum and recommended OS, hardware, and Web browsers for using Assessment Center on the PC.

Operating Systems

(Supported: Windows 98, Windows ME, Windows XP, Windows 2000, Windows Vista and Recommended: Windows XP, Windows 2000)

Processor

Minimum Intel Pentium II 200 MHz, Celeron 850MHz
Recommended Intel Pentium III and above

Random Access Memory (RAM)

(Minimum 64 MB and Recommended 128 MB)

Web Browsers

(Supported Internet Explorer 6 and above, Safari 2 and above, Firefox 1.5 and above, Recommended Internet Explorer 6)

Platform: Apple Macintosh

Below are the minimum and recommended OS, hardware, and Web browsers for using the Online Interim Assessment Program on a Mac.

Operating Systems

(Supported OSX Tiger and above and Recommended OSX Tiger)

Processor

(Minimum PowerPC 75MHz and Recommended G3/G4 266 MHz)

Random Access Memory (RAM)

(Minimum 64 MB (allocated a minimum of 30MB RAM to your browser)
Recommended 128 MB)

Web Browsers

(Supported Internet Explorer 6 and above, Safari 2 and above, Firefox 1.5 and above, Recommended Internet Explorer 6)

Also Note:

1. The Princeton Review uses SSL to login to ASC, with encrypted transmission of data between web browsers and web servers (128 bit).
2. Users' cookies are stored upon log in. If the user closes the web browser, the cookie is deleted.
3. A user session expires after 60 minutes of inactivity. Cookies need to be enabled because they are used for session expiration.
4. The Sign Out process deletes the user's cookie.

3. COMPUTER SETTINGS

ASC Computer requires:

1. Windows 98, Mac OSX Tiger or better
2. Internet Explorer 6.0 or more recent version
3. Acrobat Reader 5.0 or better to print tests designed to be given on paper
4. Screen resolution of 800 x 600
5. Pop-up blocking software must be disabled

Browser Settings:

1. Cache (Stored Internet Files) should be set to check every page against the originating server every time the page is accessed. Stored (cached) pages can interfere with the teacher and administrator test creation process and with student test-taking.
2. The browser must be set to accept cookies. ASC uses cookies to ensure that each user only has access to the appropriate parts of the site.
3. Security setting should be on low.
4. If your browser comes with a Pop Up blocker, it must be disabled.

Once you have completed the online check, either follow the steps online, or below in this document, to correct any problems identified during the online tech check. NOTE: The procedure for changing settings varies by operating system and browser.

4. CHANGE CACHE SETTINGS

Caching must be set to check web pages against the server every time.

PC using Internet Explorer

1. Launch Internet Explorer
2. Go to Tools, then Internet Options menu
3. Under Temporary Internet Files, click Delete Files (to clear the cache), click OK in the pop-up window
4. Also under Temporary Internet Files, click Settings
5. Under Check for Newer Versions of Stored Pages, select "every visit to the page"; then click OK
6. Under History, click Clear History, then click Yes

OSX Tiger or higher Mac using Internet Explorer

1. Launch Internet Explorer
2. Go to Explorer: Preferences menu
3. Under Web Browser, click Advanced
4. In the Cache section, click Empty Now (to clear the cache of old material)
5. In the History section, click Clear History
6. In the Cache section, click the Always button next to Update Pages
7. Click OK to close the window

5. SETTING MONITOR RESOLUTION

On a PC

1. Go to the start menu: control panel: display
2. Click on the settings tab
3. Under screens resolution move the screen resolution tab either right or left until 800x600 is displayed

On a Mac OSX or higher

1. Click on Apple Button
2. Select system preferences: Display and Screen Savers
3. Click on Display and select resolution 800x600

6. COOKIE SETTINGS

The setting must be set to accept cookies; however, old, stored cookies can cause interference with ASC functions.

PC using Internet Explorer:

To clear old cookies:

1. Launch Internet Explorer
2. Go to Tools: Internet Options. Under Temporary Internet Files, click Settings, then click View Files

3. Highlight all cookies in the list and hit the Delete key

To accept all new cookies:

1. Launch Internet Explorer
2. Go to Tools: Internet Options
3. Click the Security tab
4. Click Custom Level, then scroll down to Cookies
5. Under Allow Cookies that are stored on your computer: check Enable
6. Under Allow per session Cookies: check Enable
7. Click OK

OSX or higher Mac using Internet Explorer

1. Launch Internet Explorer
2. Under receiving files click on cookies
3. Hold the Apple button and the letter “a” on your keyboard. (this action will select all cookies)
4. Then press delete from the keyboard
5. Click OK

7. ENABLING SSL

PC Using Internet Explorer:

1. Click on Tools: Internet Options
2. Click on the Advanced tab
3. Scroll down to the SSL options and make sure that Use SSL 2.0 and Use SSL 3.0 are both checked
4. Click apply

Mac using Internet Explorer:

1. Launch Internet Explorer
2. Click on Edit: Preferences
3. Click on Web Browser
4. Click on Security
5. Click on Certificate Authorities

8. BROWSER SECURITY SETTINGS

Setting the browser security at “low” is optimal.

PC using Internet Explorer:

1. Launch Internet Explorer
2. Go to Tools: Internet Options
3. Click the Security tab
4. Highlight the Internet icon in the white box
5. Click on Custom Level (in “security level for this zone”)
6. Select “Low”
7. Click on reset and say “Yes” to the pop-up
8. Click OK, and click OK again to close the Internet Options window

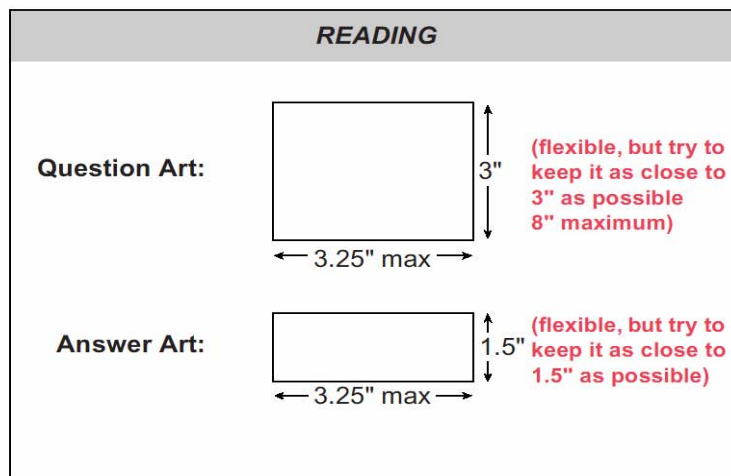
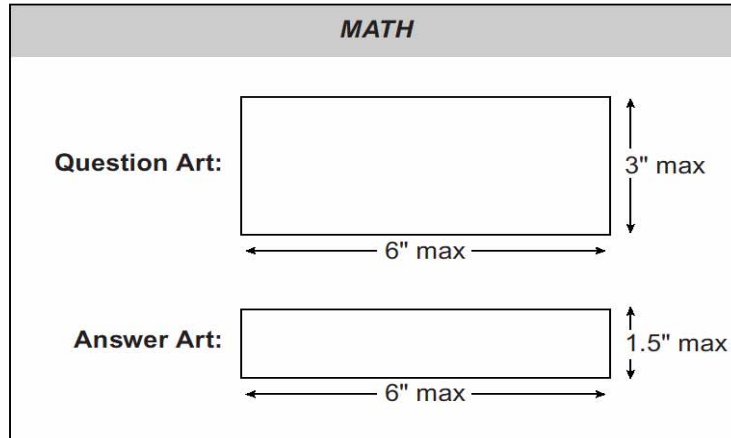
Mac using Internet Explorer:

1. Launch Internet Explorer

2. Go to Edit: Preferences menu
3. Under Web Browser, click Security Zones
4. In the Internet Zone, click Low
5. Click OK to close the window

Appendix B
Art Specifications when Importing Assessments

Sizing for Online Artwork



YOU DO NOT HAVE TO FILL THE ENTIRE SPACE with art.
Use the specs on the following pages as a guide for creating your work.

Art Specs

Fonts

Helvetica - 12 point (Medium, *Oblique*, **Bold**)

Line weight

1 point

Arrowheads

#2 arrowheads 50% (Number lines #2 @ 100%)

Common symbols

Symbol	Name	Font	Key Strokes
°	Degree symbol	Helvetica	option, shift, 8
" "	Smart quotes	Helvetica	option, left bracket...and..option, shift, left bracket
'	Smart apostrophe	Helvetica	option, shift, right bracket
×	Multiplication sign	Mathematical Pi 4	3
÷	Division sign	Mathematical Pi 4	4
–	minus sign, negative #	Helvetica	option, dash
3 ²	Super-script	Helvetica	Helvetica 7 pt, Baseline shift 5 pt
3 ₂	Sub-script	Helvetica	Helvetica 7 pt, Baseline shift 3 pt

Tables

- Titles - 14 pt. Helvetica Bold (Centered over the table)
- Headers - 12 pt. Helvetica Bold
- Text - 12 pt. Helvetica Medium
- Each column has it's own text line with returns
- Text is aligned in the center (decimals aligned right)
- Text should be centered in each cell (vertically and horizontally)

Standard

14 pt. Helvetica Bold, Align Center (Titles only)

Student Shirt Color

Student	Shirt Color
Karim	blue
Shelly	green
Caitlin	yellow

20% gray

12 pt. Helvetica Bold paragraph align center

12 pt. Helvetica Medium paragraph align center

16 pt. leading

1 pt. line weight

Each column is on it's own text line with returns.
16 pt. leading

...with decimals

Student Spending

Student	Amount Spent
Karim	\$7.95
Shelly	\$3.15
Caitlin	\$12.80

12 pt. Helvetica Bold, (paragraph align center) own text line

12 pt. Helvetica Medium, 16 pt. Leading, paragraph align right (own text line with returns)

decimal points are aligned

...with line breaks within a cell.

Canned Food Drive Results

Class	Number of Food Cans
Room 120	80
Room 125	70
Room 205	120
Room 210	90

On own text line with return
Leading set to "Auto"

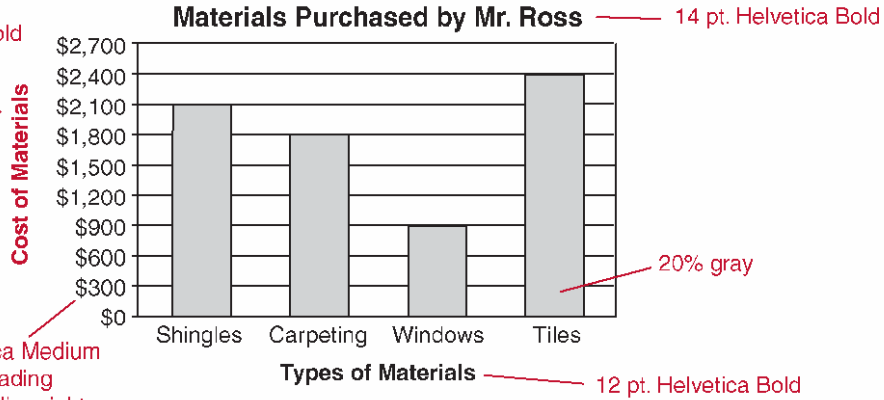
On own text line with return
Leading set to "Auto"

On own text line with returns
16 pt. Leading

On own text line with returns
16 pt. Leading

Bar graphs

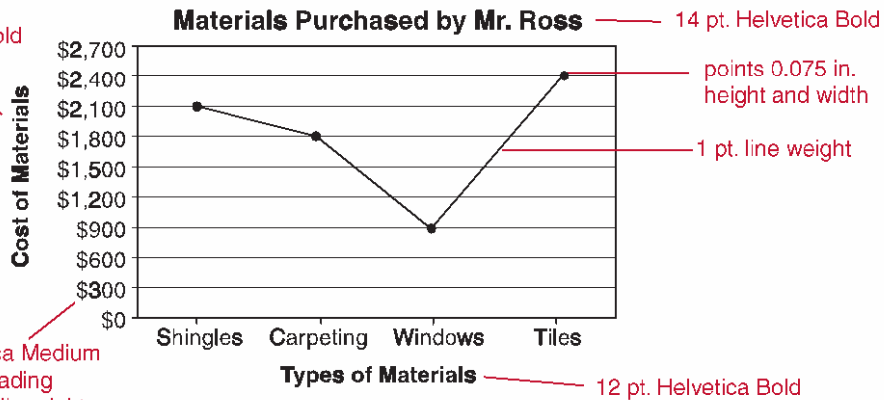
12 pt. Helvetica Bold



12 pt. Helvetica Medium
16 pt. Leading
paragraph align right

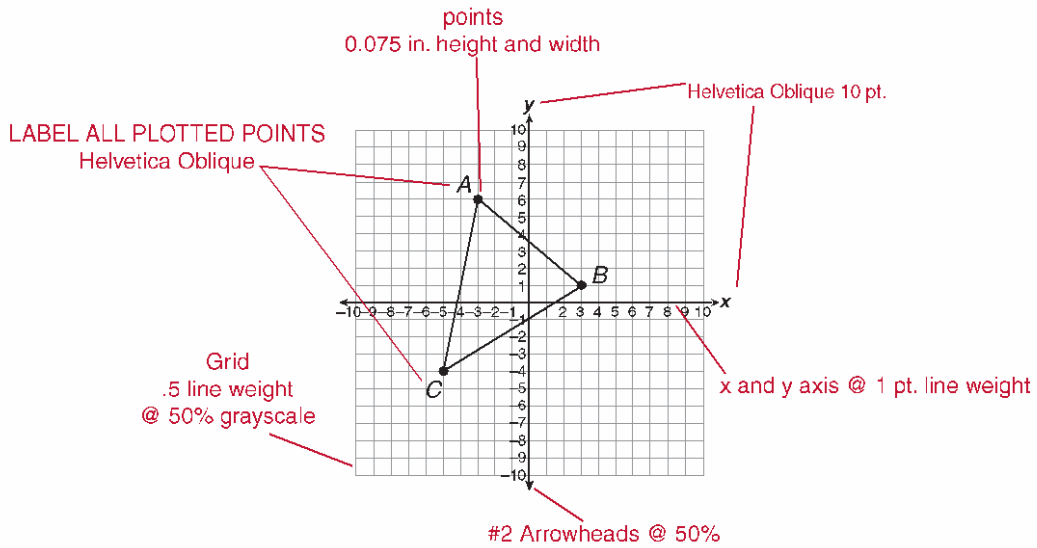
Line graphs

12 pt. Helvetica Bold

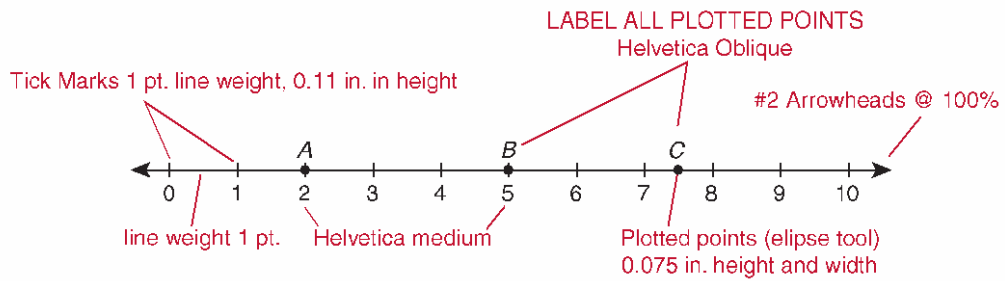


12 pt. Helvetica Medium
16 pt. Leading
paragraph align right

Co-ordinate Grids



Number lines

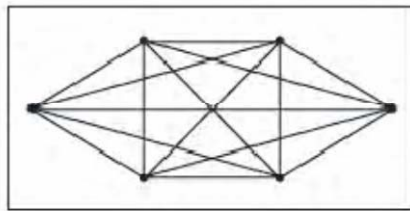


Document Preparation

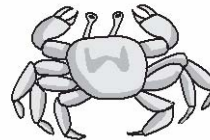
Please remove all colors in swatch palette except white and black.



Create document size close to the size of the artwork. Please center the artwork in the document.
(Command-A, Command-X, Command-O, Command-V, you can easily set an action for this process)



Use hard edged shading instead of gradients to communicate shape. Gradients create larger download size for graphics and often do not render correctly when printed.



Saving your files

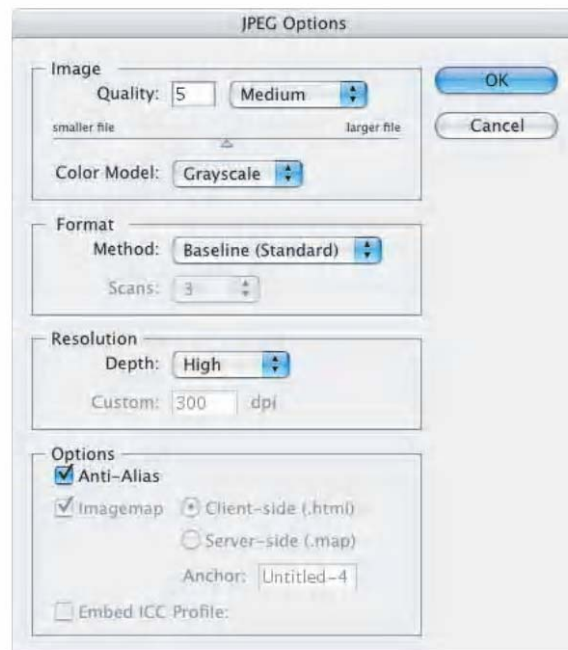
Please save your *print ready/ editable files* as Illustrator **.eps** files

Remember:

- Clear all guides and hide grid before saving.
- Center image on the artboard.
- Make sure text remains editable (DO NOT change text to outlines).
- Work in Grayscale only.

Files for placement in Word

If you have been asked to place the images you create into Word, please export as **.jpg** files



Be sure to copy the Art File name into the Word doc before placing the image.

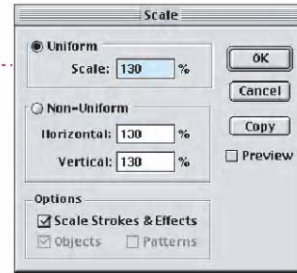
Saving for Web .gif

Scale Artwork...*Mac users only*

P.C. users go to "Save for Web (.gif)"

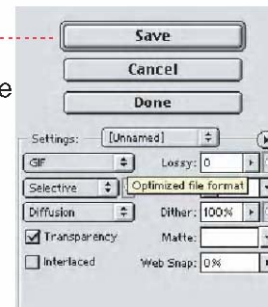
When you have completed the piece you are working on:

- **SAVE YOUR WORK** (to preserve original sizing)
- Select all.
- Use the scale tool to scale artwork to 130% (scale strokes and effects)



Save for Web (.gif)

- Use the "Save for Web" function in Illustrator to create a .gif file (this .gif file will be placed into our Word templates)
- Close out of the original illustrator file,
MAC USERS DO NOT SAVE when closing.
(You have *already* saved the pre-scaled version)



Appendix C

The Princeton Review Item Import and Publishing Process

- 1- Created question and passage templates for each subject/grade.
Templates include following meta-data
 - a. Grade
 - b. Subject
 - c. # questions
 - d. Assessment Standard
- 2- Copied and formatted Passage and Multiple Choice question stem and answer choice content into appropriate templates.
 - a. Each multiple choice Math question is a stand-alone template while each Passage and all associated questions reside in a single template to maintain their relationship in the online platform.
- 3- Assigned content the following specific meta-tags.
 - a. Taxonomy mapping (The Princeton Review proprietary index of skills for tagging content for display and alignment to curriculum/state standards.)
 - b. Correct Answer position (converted to numerical position. e.g. A=1, B=2, C=3, D=4)
- 4- QA-ed provided correct answer keys and provided suggested corrections where appropriate.
- 5- QAed curriculum standards provided against MC questions to which they were to be aligned, and provided suggested corrections where appropriate.
- 6- Verified taxonomy alignments for each question were mapped appropriately to Palm Beach Assessment Standard and Sunshine State Standard.
- 7- Wrote explanations for answer choices on Common Assessments identified by the customer.
- 8- Imported Passages and MC question templates into Online Publishing system and generated HTML.
- 9- Production review and edit of items in HTML to match original content provided by the customer.
- 10- Recreated and resized art pieces to comply with online HTML parameters.
- 11- Used HTML versions of content to create online exam versions of each Common Assessment using naming conventions provided by the customer.
- 12- Published each exam in Online Publishing System to the Homeroom Assessment Center platform.
- 13- Formatted each PDF generated from Homeroom interface, including re-formatting of art and layout.
- 14- PDFs put through Production Editorial for copyediting and final QA of correct answers, taxonomy elements, and content.
- 15- Final adjustments made to both online exams and exam PDFs.
- 16- Created separate PDFs for each Extended Response and Short Response question, including covers and posted them on Homeroom.
- 17- Assigned all exams to users through Homeroom Assessment Center.

Appendix D

Student Information System Data Files Format

Organization Level File

level4Id	level3Id	level2Id	level1Id	theirCID	orgName	orgType	subject	grade	course

address	city	state	zip	status

User Level File

level4Id	level3Id	level2Id	level1Id	theirUID	userType	firstName	lastName	gender

dob	grade	theirCID	email	password	Economic Disadvantage	Title 1 Part A	Migrant

LEP	Bilingual	ESL	Gifted	At Risk	Ethnicity	Disability	FCAT Retake

Appendix E

**Diagnostic Assessment Data Points to Transfer
(Educational Data Warehouse Format)**

Reading Variables

The CONTENTS Procedure

Data Set Name	EXAMSDB.TDIAG_READ_EDW1	Observations	.
Member Type	DATA	Variables	99
Engine	ODBC	Indexes	0
Created	.	Observation Length	0
Last Modified	.	Deleted Observations	0
Protection	.	Compressed	NO
Data Set Type	.	Sorted	NO
Label			
Data Representation	Default		
Encoding	Default		

Variable	ReadMathFlag
	RefResLMH
BatchNo	RefResPctCorrect
ClassName	RefResScore
CompareLMH	Schl
ComparePctCorrect	Schl_Name
CompareScore	StudGrade
First_Name	Stud_ID
Last_Name	TestDate
LexileQuantileNumeric	TestNo
LexileQuantilePrint	TotalTestLMH
MainIdeaLMH	TotalTestPctCorrect
MainIdeaPctCorrect	TotalTestScore
MainIdeaScore	WordsLMH
Middle_Init	WordsPctCorrect
NotUsedLMH	WordsScore
NotUsedPctCorrect	data_date
NotUsedScore	nrt_fy
Q01	nrt_grade
Q02	nrt_nprread
	nrt_scalescoreread
	pred_diag_read_level
	pred_nrt_read_level
	pred_sss_read_level
	sss_fy
	sss_grade
	sss_scalescoreread
	test

Mathematics Variables

Data Set Name	EXAMSDB.TDIAG_MATH_EDW1	Observations	.
Member Type	DATA	Variables	99
Engine	ODBC	Indexes	0
Created	.	Observation Length	0
Last Modified	.	Deleted Observations	0
Protection	.	Compressed	NO
Data Set Type	.	Sorted	NO
Label			
Data Representation	Default		
Encoding	Default		

AlgLMH	
AlgPctCorrect	
AlgScore	ReadMathFlag
BatchNo	Schl
ClassName	Schl_Name
DataAnalLMH	StudGrade
DataAnalPctCorrect	Stud_ID
DataAnalScore	TestDate
First_Name	TestNo
GeomLMH	TotalTestLMH
GeomPctCorrect	TotalTestPctCorrect
GeomScore	TotalTestScore
Last_Name	data_date
LexileQuantileNumeric	nrt_fy
LexileQuantilePrint	nrt_grade
MeasureLMH	nrt_nprmath
MeasurePctCorrect	nrt_scalescoremath
MeasureScore	pred_diag_math_level
Middle_Init	pred_nrt_math_level
NumberLMH	pred_sss_math_level
NumberPctCorrect	sss_fy
NumberScore	sss_grade
Q01	sss_scalescoremath
Q02	test

Appendix F

**Common Assessment Data Transfer File
(Educational Data Warehouse) Format**

A sample of the format of the file is listed below.

```
08211536 12332500405150000020051017+A++CB B++AB BA
13612956 12152719707150000020051118++B+C+A++CC AB+
13612026 12175808107150000020050928C+++ BA+B+C+C+C
13612916 12455756304150000020051017+AA +++CA BB B
27012646 12297629415150000020060207+++++
27011676 12249299503100000020051207+A AA+CB+B
27012726 12286593508150000020051213B+C+++ +++ AC+
13612026 12153305409150000020050927C+++BB+++++BC+C
27011966 12235963208150000020060208A++AB++A+ C+B++
08211546 12142517810150000020051115AB+++++C+BB+
```

Appendix G Pricing Sheet

Deliverable	SOW Reference	Units	Price
ASC User Licenses			
Cost Per Student Imported	I	Estimate 120,000	6.00
Total			720,000.00
Importing Grade 10 Diagnostic Assessments			
Cost per Item and Answer Choice Explanation	II	36	130.00
Cost per Test Grade 10		4	4,680.00
Total			18,720.00
Creating Grade 2 Diagnostic Assessments			
Cost per Item and Answer Choice Explanation	III	30	300.00
Cost per Test Grade 2		2	9,000.00
Development Consulting		1	2,600.00
Total			28,400.00
Science Cluster Exams			
Cost per Item and Answer Choice Explanation	IV	20	300.00
Development Consulting		1	2,600.00
Cost per Test		24	6,000.00
Total			146,600.00
Printing and Shipping			
Warehouse Assistant	V		40,000.00
Total			40,000.00
Clicker Technology			
Clicker Support Fees	VII		66,075.00
Total			66,075.00
Data Transfer			
Automated Data Upload	VIII		16,000.00
Total			16,000.00
Training			
Train-the-Trainer Sessions	IX	12	2,600.00
	IX.A		31,200.00
Training Video Series Licensing	IX.B		48,000.00
Total			79,200.00
Project Management			
Project Management Team	X.A	2	416,071.00
		(228,839 + 187,232)	
		1 Senior PM + 1 PM	
New Informational Video	X.B	1	18,550.00
Total			434,621.00
Psychometric Services			
Standard Report	XI		18,000.00
Feasibility Analysis			24,000.00
Total			42,000.00
Grand Total			\$1,591,616.00