PART A - SPECIFICATIONS

SPECIFICATIONS
SPECIFICATIONS IN RELATION TO PANEL OF PREFERRED PROVIDERS (RFA 2013/09) NATIONAL ASSESSMENT PROGRAM - LITERACY AND NUMERACY ITEM DEVELOPMENT (READING, NUMERACY AND LANGUAGE CONVENTIONS)

Australian Curriculum, Assessment and Reporting Authority
ABN 54 735 928 084

Tenderers should refer to PART B – PROPOSED CONTRACT AND PART C – REQUEST TO ESTABLISH A PANEL (INCLUDING APPLICATION RESPONSE SCHEDULES) which sets out the conditions of application and application requirements.
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SPECIFICATIONS

1. Services

1.1. Introduction

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is responsible for the development of a rigorous, world class national Australian curriculum from Foundation to Year 12.

To complement the development of an Australian curriculum, ACARA is also responsible for developing and administering a national assessment program that measures students’ progress. ACARA also provides information, resources, support and guidance to the teaching profession.

The National Assessment Program — Literacy and Numeracy (NAPLAN) commenced in 2008 in all Australian schools. Since 2008, all students in Years 3, 5, 7 and 9 have been assessed annually in the second full week of May using national tests in Reading, Writing, Language Conventions (Spelling, and Grammar and Punctuation) and Numeracy. Test Administration Authorities (TAAs) in each state and territory are responsible for the printing, distribution, administration, marking and reporting of the NAPLAN tests in their jurisdictions.

In 2010, the Online Diagnostic Tools (ODT) initiative was set up to deliver nationally available assessment and learning tools that can help provide feedback on student progress and targeted learning support. Under this commitment, and under the direction of the Standing Council on School Education and Early Childhood (SCSEEC), ACARA is developing and trailering the online delivery of national sample assessments in key areas of the national curriculum, namely science literacy, ICT literacy and civics and citizenship. In 2011, it was agreed to extend the scope of this element to include NAP - Literacy and Numeracy (NAPLAN).

The National Assessment and Surveys Online Program (NASOP) is designed to deliver national assessments and surveys online. Within this program, among other responsibilities, ACARA is responsible for planning and implementing a clearly defined assessment and reporting research agenda that will allow reporting on related issues and options for delivering NAPLAN online.

1.2. Background

Performance of students in NAPLAN is reported on the NAPLAN scale for each domain, enabling comparison of results across Years 3, 5, 7 and 9. The NAPLAN scales also allow for the longitudinal tracking of performance by students, schools and systems.

Information about the performance of each NAPLAN cohort of students is released to the public in the NAPLAN annual Summary Report, the National Report and on the My School website. Test Administration Authorities also publish individual student reports for parents.

In 2012 ACARA developed a research agenda to provide findings on a range of issues and provide evidence that would allow decisions to be made regarding the transition of NAPLAN from a paper-based test to a computer-based assessment. A third phase of research is scheduled to be conducted in 2014. It is proposed that this focuses on the finalisation of the tailored test design and the implementation of the enhancements to NAPLAN tests.
1.3. **Work available for the panel of preferred providers**

The purpose for establishing a panel of preferred providers is to identify, through a formal process, organisations and/or individuals with the required expertise and resources that ACARA may approach to request quotes for specific parcels of item development work related to National Assessment Program (NAP) activities.

Applicants may submit proposals for one or both of the test domains. Only applicants that are selected onto the preferred panel of providers of the applicable test domain will be able to quote for parcels of work falling within the scope of that test domain.

ACARA will request quotations for the development of packages of test items linked to the Australian Curriculum ([http://www.australiancurriculum.edu.au/](http://www.australiancurriculum.edu.au/)) in the domains of Reading, Numeracy and Language Conventions from the panel as work in this area is required. Once a quotation process has been undertaken for development of an item package (including assessment by ACARA), ACARA will raise an official purchase order in favour of the successful Contractor(s). Unless there is good reason to act otherwise (e.g. an assessment is made that there is an unacceptable risk that the lowest quoting panel member is unable to deliver by the required date), the item packages will usually be awarded to the panel member presenting the lowest quote.

**NAPLAN Online Tailored Test**

The proposed tailored test design is a multi-branching test consisting of interlocking item sets (testlets) covering Years 3 to 9 within each testing domain. In this design each student will work through three testlets, allocated by the system at two branching points. It will be possible for each student to take one of six different test forms.

The main benefit of the tailored test design is that it provides better targeting of students relative to their ability. This is particularly important for assessing underperforming students who currently do not have access to appropriate items. The proposed design contains a testlet specifically designed to cater for needs of these students at each year level. The intention is not only to increase the measurement precision of assessments but also to increase the amount of information, based on response patterns, relating to potential sources of insufficiencies and/or problems that prevent these students in performing at expected levels.

The number of items in the proposed tailored test design will be almost double that currently used in NAPLAN. This provides an opportunity to broaden the range of skills and content currently assessed.

Each testlet is comprised of approximately one-third of the items that make up a complete NAPLAN test.

**Figure 1: Overview of proposed test design**
**Reading**

- Reading stimulus texts
- Reading testlets (stimulus and items)

The panel will be requested to quote for whole testlets consisting of sets of stimulus materials and items that are representative of the range of texts and items required for a final set of Years 3, 5, 7 and 9 Reading tests; or requests for stimulus material.

The scope of the work for the Reading domain also includes a separate provision for the writing and development of stimulus texts that target specific levels of difficulty and/or genre.

**Numeracy**

- Numeracy testlets

The panel will be requested to quote for whole testlets that are representative of the range of testlets required for a final test; i.e. a separate test for Year 3, 5, 7 and 9, containing a representative distribution of the targeted testlets.

**Language Conventions**

- Spelling testlets
- Grammar and Punctuation testlets

The panel will be requested to quote for whole testlets that are representative of the range of testlets required for a final test; i.e. a separate test for Year 3, 5, 7 and 9, containing a representative distribution of the targeted testlets.

**Item submission**

The Contractor(s) will be required to submit all stimulus materials and items using the online item authoring system provided ACARA’s technical partner, Education Services Australia (ESA). The system will be compliant with IMS Global (QTI 2.1 and APIP 1.0) standards. Contractors will be provided with training in the use of the online item authoring system.

The item development phase will include opportunities for ACARA assessment officers and other stakeholders to review the items using pre-determined criteria defined in the test specifications (a copy of which will be provided to members of the panel of preferred providers) and provide feedback for item refinement. The contractor may be required to amend and/or replace test material in accordance with ACARA’s specifications and any instructions provided by ACARA during the review process.

All phases of the item-development process will be monitored by ACARA assessment officers for quality, risk and meeting the timelines.

All work completed by contractors for possible inclusion in tests must be kept highly secure during all phases of the work. All personnel involved in the work must be fully aware of the security requirements. This includes the electronic transmission of materials.

The construction of the final tests will be undertaken by ACARA.
1.4. Role of a Preferred provider

After formal acceptance of a purchase order from ACARA and initiation of a project the selected preferred provider is expected to work in close collaboration with ACARA’s Project Manager at all stages of the project to ensure that ACARA’s assessment specifications, protocols, project deliverables and timelines are met. The selected preferred provider’s project director will report to ACARA’s Project Manager on the basis agreed between ACARA and the selected preferred provider in the project plan.

2. Key Project Deliverables

After formal execution of a purchase order and initiation of a project the selected preferred provider (the Contractor) will provide the following key deliverables to ACARA for review and approval.

2.1. Deliverable 1 – Project management and reporting

2.1.1. Project Plan

A Contractor will be required to provide a Project Plan after formal acceptance of a purchase order from ACARA. The level of detail required in the project plan will be determined in conjunction with ACARA and it will be based on the magnitude of the work to be undertaken. The project plan will need to be approved by ACARA and would include the following:

• an overall project management plan which includes description of how the methodology for item development outlined in the original tender will be applied
• a description of how the quality control processes outlined in the original tender will be applied to monitor item development at every key stage, including an explanation of how the process proposed for item development in the original tender will be applied by the Contractor throughout the project and the names of all persons involved in the process, and their respective roles
• a description of auditing processes for ensuring that compliance with all test specifications are met
• a timeline for deliverables and critical deadlines.

2.1.2. Risk Management Plan

The Contractor will be required to provide a Risk Management Plan after formal acceptance of a purchase order from ACARA. The risk management plan will outline how risks identified in the original tender, as well as any further risks that have been identified, will be managed in relation to the project. The Risk Management plan will need to be approved by ACARA. This plan must include how all aspects of security are addressed.

2.1.3. Quality Assurance Plan

The Contractor will also be required to provide a Quality Assurance Plan after formal acceptance of a purchase order from ACARA. The quality assurance plan must be approved by ACARA and include descriptions of how the Quality Assurance and Quality
Control processes outlined in the original tender will be implemented and monitored to produce high-quality test materials by the Contractor throughout the project.

The Quality Assurance Plan must specify in detail all and any perceived risks that may impact on the quality of the contract deliverables, and must provide detailed advice on the strategies for risk management for each identified risk. It is not sufficient to provide information only about generic quality assurance systems and quality manuals.

2.2. Deliverable 2 – Item development

2.2.1. Reading

Overview

Item development for Reading will be linked to the Australian Curriculum (http://www.australiancurriculum.edu.au/English/Curriculum/F-10). When panel members are invited to quote for testlet packages, they will need to submit the reading stimulus material for approval prior to ACARA agreeing to the related item development.

Panel members will be invited to quote for complete testlets in the following combinations:

- Year 3, 5, 7 and 9 (18 testlets)
- Year 3 and Year 5 (12 testlets)
- Year 7 and Year 9 (12 testlets)

Difficulty of testlets

The testlets are not equally difficult; they can be characterised by the range of facility rates which would be anticipated if the items in that testlet were administered to the entire population of students at that year level.

These ranges are shown below (please note that ACARA continues to conduct psychometric and statistical analysis of student response data from its 2013 trial of the tailored test design. Results of this analysis may impact targeted difficulty ranges for testlets).

<table>
<thead>
<tr>
<th>Testlet</th>
<th>Facility (high)</th>
<th>Facility (low)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95</td>
<td>45</td>
</tr>
<tr>
<td>B</td>
<td>95</td>
<td>30</td>
</tr>
<tr>
<td>C</td>
<td>high</td>
<td>70</td>
</tr>
<tr>
<td>D</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>E</td>
<td>80</td>
<td>10</td>
</tr>
<tr>
<td>F</td>
<td>40</td>
<td>low</td>
</tr>
</tbody>
</table>

Items developed for any testlet should have facility rates which are distributed over the allowable range.
Link items

A proportion of items will be included in tests at two successive year levels, to determine the relative performance of students in each year group. This process is known as vertical linking.

It is anticipated that linking will take place between Testlets A, B, D and E at successive year levels:

- Approximately 50% of items in Testlet D at Year N will serve as links to Testlet A at Year \((N+2)\).
- Approximately 50% of items in Testlet E at Year N will serve as links to Testlet B at Year \((N+2)\).

The following table shows the proportion of unique and linked items per testlet for Years 3 and 5. Note that link items are counted twice; once at each year level. Links between other testlets may be considered depending on the outcome of the 2013 trial.

<table>
<thead>
<tr>
<th>Testlet</th>
<th>Unique items</th>
<th>Link instances</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A</td>
<td>13</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>3B</td>
<td>13</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>3C</td>
<td>13</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>3D</td>
<td>5</td>
<td>8 (to 5A)</td>
<td>13</td>
</tr>
<tr>
<td>3E</td>
<td>5</td>
<td>8 (to 5B)</td>
<td>13</td>
</tr>
<tr>
<td>3F</td>
<td>13</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>5A</td>
<td>5</td>
<td>8 (to 3D)</td>
<td>13</td>
</tr>
<tr>
<td>5B</td>
<td>5</td>
<td>8 (to 3E)</td>
<td>13</td>
</tr>
<tr>
<td>5C</td>
<td>13</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>5D</td>
<td>6</td>
<td>7 (to 7A)</td>
<td>13</td>
</tr>
<tr>
<td>5E</td>
<td>6</td>
<td>7 (to 7B)</td>
<td>13</td>
</tr>
<tr>
<td>5F</td>
<td>13</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>110</strong></td>
<td><strong>46</strong></td>
<td><strong>156</strong></td>
</tr>
</tbody>
</table>

The following table shows the proportion of unique and linked items per testlet for Years 7 and 9. Note that link items are counted twice; once at each year level.

<table>
<thead>
<tr>
<th>Testlet</th>
<th>Unique items</th>
<th>Link instances</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>7A</td>
<td>9</td>
<td>7 (to 5D)</td>
<td>16</td>
</tr>
<tr>
<td>7B</td>
<td>9</td>
<td>7 (to 5E)</td>
<td>16</td>
</tr>
<tr>
<td>7C</td>
<td>16</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>7D</td>
<td>8</td>
<td>8 (to 9A)</td>
<td>16</td>
</tr>
<tr>
<td>7E</td>
<td>8</td>
<td>8 (to 9B)</td>
<td>16</td>
</tr>
<tr>
<td>7F</td>
<td>16</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>9A</td>
<td>8</td>
<td>8 (to 7D)</td>
<td>16</td>
</tr>
<tr>
<td>9B</td>
<td>8</td>
<td>8 (to 7E)</td>
<td>16</td>
</tr>
<tr>
<td>9C</td>
<td>16</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>9D</td>
<td>16</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>
Stimulus texts

A balance of imaginative, information and argument texts will be required. The Reading assessment will include three broad categories of texts: imaginative texts, information texts and argument texts.

Imaginative texts

Texts that involve the use of language to represent, recreate, shape and explore human experiences in real and imagined worlds. They include, for example, narratives, anecdotes, poetry and personal letters.

Information texts

Texts that involve the use of language to represent ideas and information related to people, places, events, things, concepts and issues. They include, for example, reports, descriptions, biographies, explanations, transactional texts, news articles and features.

Persuasive texts

Texts that systematically present a point of view or seek to persuade an audience. They include, for example, arguments, formal essays, letters to the editor, advertisements, documentaries, interviews and reviews.

Text difficulty will range from easy to hard for each age group, and include texts suitable for inclusion as ‘link texts’, i.e. for inclusion in Years 3 and 5, 5 and 7 and 7 and 9 tests. All stimulus texts will be developed to the standard expected for use in the public domain. This includes the use of supportive graphic design elements where necessary. ACARA may also request quotes for stimulus texts without items. For this work, ACARA will specify the composition of the text breakdown in requests for quote to the panel of preferred providers. Quotes may be requested for the following types of texts:

- suitable for a single year level, including ‘easy’ Year 3 and challenging Year 9
- suitable to be used to link 3/5, 5/7 and 7/9 testlets.

Item submission

When submitting stimulus materials and/or whole testlets, contractors will be expected to:

- accurately complete all meta-data as specified in the item and testlet templates, including item keys, skill descriptors, and targeted testlet
- marking guides for constructed response items
- comply with the test guidelines and specifications
- comply with all Copyright requirement for all materials

Material that contains third party intellectual property can only be submitted if it strictly complies with the IP management requirements as detailed in the contract.
2.2.2. Numeracy

Overview

Item development for Numeracy will be linked to the Australian Curriculum ([http://www.australiancurriculum.edu.au/Mathematics/Curriculum/F-10](http://www.australiancurriculum.edu.au/Mathematics/Curriculum/F-10)).

Any items that contain third party materials (including graphics) will require intellectual property permissions for ACARA use, and also need to comply with pre-determined quality specifications.

Any items that do not pass the review stage will have to be replaced so that the number and balance of items quoted for, is met. Contractors will be required to:

- accurately complete all meta data as specified in the item templates including item keys and skill descriptors
- comply with the test guidelines specifications
- comply with all Copyright requirements for all materials (refer contract)
- meet the requirements of the NAPLAN Style Guide.

Difficulty of testlets

The testlets are not equally difficult; they can be characterised by the range of facility rates which would be anticipated if the items in that testlet were administered to the entire population of students at that year level.

These ranges are shown below (please note that ACARA continues to conduct psychometric and statistical analysis of student response data from its 2013 trial of the tailored test design. Results of this analysis may impact targeted difficulty ranges for testlets).

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<tr>
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<td>high</td>
<td>70</td>
</tr>
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<td>D</td>
<td>80</td>
<td>20</td>
</tr>
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<td>10</td>
</tr>
<tr>
<td>F</td>
<td>40</td>
<td>low</td>
</tr>
</tbody>
</table>

Items developed for any testlet should have facility rates which are distributed over the allowable range.

Within each testlet, items should be presented from easiest to hardest.

Link items

A proportion of items will be included in tests at two successive year levels, to determine the relative performance of students in each year group. This process is known as vertical linking.
It is anticipated that linking will take place between testlets A, B, D and E at successive year levels:

- Approximately 50% of items in testlet D at Year N will serve as links to testlet A at Year (N + 2).
- Approximately 50% of items in testlet E at Year N will serve as links to testlet B at Year (N + 2).

The link items in each testlet should be approximately representative of the coverage of content in that testlet. Links between other testlets may be considered depending on the outcome of the 2013 trial.

### Number of items and links

<table>
<thead>
<tr>
<th>Testlet</th>
<th>Unique items</th>
<th>Link instances</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>3B</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>3D</td>
<td>5</td>
<td>7 (to 5A)</td>
<td>12</td>
</tr>
<tr>
<td>3E</td>
<td>5</td>
<td>7 (to 5B)</td>
<td>12</td>
</tr>
<tr>
<td>5A</td>
<td>7</td>
<td>7 (to 3D)</td>
<td>14</td>
</tr>
<tr>
<td>5B</td>
<td>7</td>
<td>7 (to 3E)</td>
<td>14</td>
</tr>
<tr>
<td>5D</td>
<td>6</td>
<td>8 (to 7A)</td>
<td>14</td>
</tr>
<tr>
<td>5E</td>
<td>6</td>
<td>8 (to 7B)</td>
<td>14</td>
</tr>
<tr>
<td>7A</td>
<td>8</td>
<td>8 (to 5D)</td>
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<td>7B</td>
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<td>8 (to 5E)</td>
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<tr>
<td>7D</td>
<td>8</td>
<td>8 (to 9A)</td>
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<td>7E</td>
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<td>8 (to 9B)</td>
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<tr>
<td>9A</td>
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<td>8 (to 7D)</td>
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<td>9B</td>
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<tr>
<td>9D</td>
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<td>16</td>
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<tr>
<td>9E</td>
<td>16</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>140</strong></td>
<td><strong>92 (46 items)</strong></td>
<td><strong>232 (186 items)</strong></td>
</tr>
</tbody>
</table>

**Calculators**

The division of items according to their calculator status is drawn from the U.S. National Assessments of Educational Progress. NAEP categorises usefulness of a calculator in responding to an item in the following ways:

- calculator inactive item – the solution neither requires nor suggests the use of a calculator
- calculator neutral item – a calculator is not necessary for solving, however, given the option, some students might choose to use one
- calculator active item – a calculator is necessary or very helpful in solving; a student would find it very difficult to solve the problem without the aid of a calculator.

Calculator neutral items may be further subclassified:
• neutral non-calculator – students must complete the item without use of a calculator. This type of calculator-neutral item can be used to assess manual calculation skills.
• neutral calculator-allowed – students may use a calculator to complete the item. This type of calculator-neutral item can be used where calculation is not the primary skill being assessed.

Specifications for the number of items in each calculator category will be developed.

2.2.3 Language Conventions

Item specifications will be released later in 2013.

Item submission

After execution of a purchase order and initiation of a project Contractors will be required to:
  i. provide regular status reports to ACARA
  ii. be available for regular dialogue with ACARA personnel during each stage of item development
  iii. provide agreed milestone reports to ACARA by the specified dates
  iv. provide risk alerts to ACARA immediately upon detection of issues considered high risk to the project
  v. respond to feedback from ACARA following stakeholder reviews
  vi. modify items in response to feedback from ACARA
  vii. attend nominated review meetings
  viii. meet the project deadlines.

3. Project Specifications by Domain

Detailed specifications and requirements for item development for Reading and Numeracy are attached as appendices to these specifications.

The Contractor(s) will be required to ensure that item development conforms strictly to the assessment guidelines. Item quality will be evaluated against these criteria, and additional criteria supplied by ACARA.

4. Intellectual Property Management

Contractors will be required to meet all obligations in relation to intellectual property set out in clause 14 of the Deed (Part B).

Contractors should also be aware that innovative stimulus items such as video and music clips may contain a number of separate copyrights owned or controlled by different parties. For example:

• Video – copyright exists in the screenplay, visual images and any music, recordings or third party footage that may be incorporated in the clip;

• Music – copyright exists in the music, lyrics and the sound recording of the music and lyrics.
It is the Contractor’s responsibility to identify all copyright owners for each stimulus item and obtain the necessary copyright permissions from each of them in accordance with clause 14 of the Deed (Part B).

5. Meetings

During a project a Contractor may be required to attend some face-to-face meetings with ACARA at key juncture points of the item development process. These meetings will be organised by ACARA and held at a time and location agreed with the Contractor(s).

6. Progress Reports

Throughout a project, Contractor/s will regularly consult with the ACARA assessment team in relation to the day-to-day management of the project and measurement issues. Written progress reports are to be submitted at nominated times to ACARA outlining progress on the key deliverables and issues that have arisen. Exception reports are required in the event of unforeseen circumstances.

7. Review of key stages of the NAPLAN project

The Contractor will closely monitor and report where necessary on the following aspects of the Contractor’s work:

i. Project management
ii. Item development
iii. Progress mapping of items against test specifications
iv. Management of copyright

8. Project Close-out Meeting

A Contractor may be asked to attend a project close-out meeting with key members of ACARA’s project team at an agreed time after the delivery of the final test materials to discuss aspects of the project.

Note: Prior to the commencement of a project, timelines will be agreed between ACARA and the Contractor and specified in the purchase order.

9. Required Contract Material

The following list of Materials is to be developed by the Contractor under the purchase order in which ACARA would retain intellectual property:

Test materials — Reading stimulus materials, Reading items, Numeracy items, Language Conventions items and marking guides

Secure deletion of data

Contractor(s) will be required to provide evidence that all information on item performance including but not limited to any data used in preparation for the delivered materials have been securely erased from all media including, but not limited to, networks, servers and computer hard drives. The timeline for this activity will be negotiated with the contractor.
10. Policies, Standards and Guidelines

The Commonwealth Style Manual, AGPS, Canberra (latest edition);
Australian Standards for Document Management (AS ISO 15489);
Commonwealth Fraud Control Guidelines - April 2011
Data Standards Manual Student Background Characteristics (ACARA, 2012),
as updated from time to time.

11. Time-frame

**Note to Applicants:** The timeframe will be confirmed as ACARA calls for quotations from the panel of preferred providers, and a final timeframe will be included in the purchase order.

Contractor(s) may be required to submit whole testlets in separate batches. Each batch must be representative of the final test composition, and contain a balance of item sub-strands, item types and difficulty across each of the four year levels.

A Contractor will be required to meet the timelines for the provision of items for Reading, Numeracy and Language Conventions as specified in each Purchase Order issued by ACARA in accordance with the relevant Project Brief.

It is expected that Requests for Quote (RFQ) in support of Reading, Numeracy and Language Conventions item development will commence from January 2014. Specific item development timelines and delivery dates will be defined with each preferred provider depending on the parcel of work agreed upon in the relevant Project Brief. However, it is expected that the delivery of items to ACARA will commence from March 2014.

Below are key testlet trialling dates in support of which ACARA will source item development from this panel:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Testing Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAPLAN Online Development Study</td>
<td>August – September 2014</td>
</tr>
<tr>
<td>NAPLAN Online Trial Administration</td>
<td>August – September 2015</td>
</tr>
</tbody>
</table>