

Line Gray

**Invitation to Tender**

**Provision of Early Years Expert resource for the Standards and Testing Agency**

Contract Ref: STA-0233

|  |  |
| --- | --- |
| **Name of Bidding company / Individual:** |  |
| **Name of single point of contact:** |  |
| **Email address:** |  |
| **Phone Number:** |  |
| **Postal Address:** |  |

**1. INTRODUCTION**

**1.1 Purpose**

This Invitation to Tender (ITT) has been issued by the Standards and Testing Agency (STA) in connection with a competitive procurement exercise (Ref: STA-0160). The purpose of this procurement is to acquire Early Years Expert resource to support development processes within STA in relation to the Reception Baseline Assessment.

**1.2 Structure**

This document:

* sets out the context for the required services;
* outlines the planned procurement process; and
* contains a response section to evaluate the Bidder's proposed response to STA's requirements.

**1.3 Disclaimer and conditions**

No information contained in this ITT or in any communication made between STA and any Bidder shall be relied upon as constituting a contract, agreement or representation that any contract will be offered.

STA reserves the right, subject to the appropriate procurement regulations, to change without notice the basis of, or the procedures for, the competitive process or to terminate the process at any time.

The information contained within this document is confidential and should not be disclosed except for purposes related to its completion.

**1.4 Freedom of information and transparency**

STA is committed to open government and to meeting its legal responsibilities under the Freedom of Information Act 2000. All information submitted to a public authority may need to be disclosed by the public authority in response to a request under the Act. STA may also decide to include certain information in the publication scheme, which it maintains under the Act.

STA also has a commitment to the Government's transparency initiative relating to public sector suppliers, their transactions and their contracts. This includes:

* publication of Tender or Quote documentation;
* publication of financial transactions relating to expenditure with third parties; and
* publication of new contracts.

If a Bidder considers that any of the information included in its response to this Invitation to Tender (ITT) is commercially sensitive, the information should be identified in the table below with an explanation of what harm may result from disclosure if a request is received, and the time period applicable to that sensitivity. Bidders should be aware that, even where they have indicated that information is commercially sensitive, STA might be required to disclose it under the Freedom of Information Act or as part of the Government's transparency arrangements.

|  |  |  |
| --- | --- | --- |
| Section | Commercial sensitivity | Time period |
|  |  |  |

**2. SPECIFICATION OF REQUIREMENTS**

This section of the ITT sets out the Specification of Requirements and should be read in conjunction with the following annexes which are provided towards the end of this ITT:

* Annex A: Test Development Process
* Annex B: Glossary of Test Development Terms

**2.1 Overview**

The Standards and Testing Agency (STA) is looking to procure two Early Years Experts to provide independent expertise for the development of the Reception Baseline Assessment between 1 September 2019 and 31 January 2022.

STA is seeking to engage Early Years Experts who have:

* substantial and recent expertise in the field of Early Years education;
* an understanding of the early years foundation stage, its structure and on-going strategy of improvement, including of teacher assessment requirements;
* expertise in critically analysing assessment materials;
* the ability to communicate effectively with various stakeholders, providing constructive feedback at all meetings and to provide workable solutions to any problems and/or issues identified during this project; and
* experience of assessment development processes, gained from either previous work on National Curriculum tests, or similar activity for another project (desirable).

The Early Years Experts will be required to provide independent advice on the suitability of the assessment materials for the Reception Baseline Assessment

**2.2 The Role**

We are looking to appoint Early Years Experts who possess excellent knowledge of the Early Years field to provide advice to ensure that assessment instruments are accurate, valid and meet the relevant specifications. Early Years Experts will review assessment materials and comment on their suitability in assessing reception-age pupils.

Early Years Experts will have a thorough understanding of Early Years pedagogy and in particular numeracy, literacy and communication and language, including relevant professional experience and experience in the use of data. Such experience is likely to come from work in the classroom, as a subject advisor to schools or from work in test development.

The Early Years Experts are expected to possess the skills of working methodically with high attention to detail. It is essential these Experts have the ability to communicate effectively with various stakeholders, provide constructive feedback within a given brief and suggest solutions for any problems and/or issues identified.

The table below provides a summary of roles and responsibilities that the Early Years Experts will be expected to fulfil.

|  |
| --- |
| **Early Years Expert** |
| **Summary of role** |
| Responsible for the rigorous review of all materials developed for their appropriateness and demand for reception age children on school entry. Provide detailed feedback on materials reviewed and constructive suggestions for improvement. |
| **Item writing** |
| Review of items as they are created. This may include written reports. |
| Attend item writing meetings where appropriate. |
| **Expert review and pre-testing** |
| Participate in expert review 1 and 2 panels (ER 1 and 2). |
| Review of ER1 and 2 meetings and materials during expert review stage (could be through participation in ER panels) and produce a written report. |
| Reviewing mark ups and feeding back any further suggestions following ER1 and ER2 resolution meetings. |
| Reviewing the assessments after construction, or through participation in the construction meeting and feeding back comments. |
| Review of items generated outside of the main expert review process. |
| Review of the items selected for IVT and TPT and produce a written report on the suitability of the items. |
| Proofing of IVT and TPT forms. |
| Observing IVT and TPT trialling in schools. |
| Review narrative statements to be returned to schools and participate in constructing these statements where necessary. |
| Contribute to review of IVT and TPT data and qualitative feedback to determine item amendments. |
| Written report for live item finalisation. |
| **Live assessment** |
| Participate in live construction or review of assessments after meeting. |
| Sense check and proof of assessment materials before project board 3 (PB3). |
| Participation in project board 3. |
| Review of live assessment materials PB3 and produce a written report. |
| **Other** |
| Contribute to discussion and review of proposals for new assessment initiatives (as required). |
| Participate in development of materials for new assessment initiatives (as required). |
| Advice on correspondence and issues arising (as required). |

Early Years Experts will also be expected to provide advice on:

* whether the assessment covers the content and cognitive domains set out in the assessment framework appropriately;
* the stages above and below that being assessed;
* the manageability of administering the assessment;
* the administration guidance for teachers; and
* gaps in coverage within the item bank.

The successful candidates must also:

* be flexible and available to carry out their duties as and when required in agreement with the project team;
* have the capacity to meet the requirement set out in this ITT document;
* provide additional information in the Further Information Section of this ITT if they are working on the reception baseline assessment in any other capacity; and
* provide details of any work currently being undertaken for awarding bodies, publishers, or other commercial organisations, related to the development of assessment materials.

**2.3 Conflict of interest**

Any conflicts of interest should be declared in the bidder’s application including other work for STA that could conflict with the objective and successful discharge of these services.

Those accepting work as an Early Years Expert will not be able to accept other work on the development of the same assessment in another capacity. This includes, but is not limited to, attending assessment review groups, teacher panels or inclusion panels as a panel member.

**2.4 Department resources**

The successful Bidders will be expected to work closely with:

* Test Development Researchers
* Project Managers

Most meetings will occur at STA offices in London (Sanctuary Buildings, Great Smith Street, London, SW1P 3BT) or STA offices in Coventry (Cheylesmore House, 5 Quinton Road, Coventry CV1 2WT), though much of the work can be carried out remotely.

**2.5 Allocation of work and timelines**

It is anticipated that Early Years Experts will be required for approximately 60 days over the contractual period between September 2019 – January 2022. However, this is indicative only.

Timelines for individual assignments will be defined upon commencing each assessment development cycle.

**3. INSTRUCTIONS TO BIDDERS**

Bidders should read these instructions carefully as well as the Specification of Requirements section above (section 2) before completing the Tender documentation.

These instructions are designed to ensure that all Bidders are given equal and fair consideration. It is important therefore that you provide all the information asked for in the format and order specified.

The Bidder shall not make contact with any other employee, agent or consultant of the STA who is in any way connected with this procurement exercise during the period of the exercise, unless instructed otherwise by the STA.

All material issued in connection with this ITT shall remain the property of the STA and shall be used only for the purpose of this procurement exercise. Any confidential STA information shall either be returned to the STA or securely destroyed by the Bidder (at STA’s discretion) at the conclusion of the procurement exercise.

The STA shall not be committed to any course of action as a result of:

* issuing this ITT or any invitation to participate in this procurement exercise;
* communicating with a Bidder or a Bidder’s representatives or agents in respect of this procurement exercise; or
* any other communication between the STA (whether directly or by its agents or representatives) and any other party.

Bidders shall accept and acknowledge that, by issuing this ITT, the STA shall not be bound to accept any application, and reserves the right not to conclude a contract for the services for which applications are invited.

The STA reserves the right to amend, add to, or withdraw all or any part of this ITT at any time during the procurement exercise.

**3.1 Application validity**

Your application should remain open for acceptance for a period of 30 days from the submission date.

**3.2 Proposed contract**

This contract will be let under the terms and conditions of contract ref: STA-0233. The following special terms will be applied:

* The parties acknowledge that, except for any information which is exempt from disclosure in accordance with the provisions of the Freedom of Information Act (FOIA), the contents of this Order are not Confidential Information. STA shall be responsible for determining at its absolute discretion whether any of the content of the Order is exempt from disclosure in accordance with the provisions of the FOIA.
* Notwithstanding any other term of the Order, the Contractor hereby gives consent for STA to publish the Order publicly in its entirety, including from time to time agreed changes to the Order, as well as payments made in accordance with the Order.

Bidders should set out below any concerns relating to the use of the contract terms and conditions or Order Special Terms for this work, noting that STA gives no undertaking to agree to any changes.

|  |  |  |
| --- | --- | --- |
| **Contract Reference** | **Issue** | **Proposed mitigation** |
|  |  |  |

**3.3 Procurement and delivery timescales**

The proposed procurement timetable is set out below:

|  |  |
| --- | --- |
| **Date** | **Stage** |
| 07/06/2019 | ITT issued |
| Midday 05/07/2019 | Deadline for clarification questions |
| Midday 19/07/2017 | Deadline for submission of applications |
| 09/08/2018 | Notification to successful supplier |

**3.4 Clarification questions**

Clarification requests should be submitted by e-mail only to [TendersTD.STA@education.gov.uk](mailto:TendersTD.STA@education.gov.uk) and copied to [Rashida.akbar@education.gov.uk](mailto:Rashida.akbar@education.gov.uk)

In order to ensure equality of treatment of Bidders, STA intends to publish the questions and clarifications raised by Bidders, together with the STA's responses (but not the source of the questions), to all participants at regular intervals along with this ITT and the proposed contract.

Bidders should indicate if a query is of a commercially sensitive nature – where disclosure of such a query and the answer would or would be likely to prejudice its commercial interests. However, if STA at its sole discretion does not either consider the query to be of a commercially confidential nature, or one which all Bidders would potentially benefit from seeing, then STA will either:

* invite the Bidder submitting the query either to declassify the query or allow the query, along with the STA’s response, to be circulated to all Bidders; or
* request the Bidder, if it still considers the query to be of a commercially confidential nature, to withdraw the query.

STA reserves the right not to respond to a request for clarification or to circulate such a request where it considers that the answer to that request would be likely to prejudice its own commercial interests.

**3.5 Preparation of application**

Bidders are solely responsible for their costs and expenses incurred in connection with the preparation and submission of their application. Under no circumstances will STA, or any of their advisers, be liable for any costs or expenses borne by Bidders, suppliers or advisers in this process.

Bidders are required to complete and provide all information required by the STA. Failure to comply with these requirements may lead STA to reject an application.

STA relies on Bidders' own analysis and review of information provided. Consequently, Bidders are solely responsible for obtaining the information which they consider is necessary in order to make decisions regarding the content of their applications and to undertake any investigations they consider necessary in order to verify any information provided to them by STA during the procurement process.

**3.6 Confidentiality**

All information supplied by STA to Bidders must be treated in confidence and not disclosed to third parties except insofar as this is necessary to obtain sureties for the purposes of submitting the Quote.

All information supplied by Bidders to STA will similarly be treated in confidence except for the disclosure of such information as may be required in accordance with the requirements of UK government policy on the disclosure of information relating to government contracts including the Freedom of Information Act.

**3.7 Daily rates and payment**

Bidders must state their daily rate in Part C of Section 5 (Bidder’s Response). Any successful applicants will be paid on the completion of the relevant work. Travel and subsistence will be paid in line with government guidelines. For overnight stays, accommodation will be paid for within the limits of government policy.

Applicants will be paid on the completion of the relevant work.

Please note that individuals will be taxed at source and VAT is not applicable.

**3.8 Submission of applications**

The application must be submitted in the form specified by completing the Bidder’s Response section and using Arial 12 font and in English. Word limits must be adhered to and material in excess of these limits will not be evaluated.

Bidders must submit their responses in electronic format as a Microsoft Word 2016 (or equivalent) of the Bidders Response with their name (individual applicants) or their organisation name (if bidding company) in the document title.

Applications must be received by midday on 19 July 2019 and should be sent to [TendersTD.STA@education.gov.uk](mailto:TendersTD.STA@education.gov.uk) and copied to [Rashida.akbar@education.gov.uk](mailto:Rashida.akbar@education.gov.uk)

Applications will be accepted at any time up to this deadline but will not be opened or evaluated until the deadline has passed.

Any application received after the deadline may be rejected unless the Bidder can provide irrefutable evidence that the application was capable of being received by the due date and time and that delivery failure was beyond their reasonable control.

**3.9 Right to reject/disqualify**

The STA reserves the right to reject or disqualify a Bidder where:

* the Bidder fails to comply fully with the requirements of this ITT, including proper completion of the format for response, or is guilty of a serious misrepresentation in supplying any information required in this document; or
* there is a change in identity, control, financial standing or other factor relating to the Bidder that impacts on the selection and/or evaluation process.

**3.10 Debriefing**

Following the conclusion of the process, all unsuccessful Bidders will have the opportunity of a debriefing. Unsuccessful Bidders should notify STA by email that they wish to be debriefed. STA will aim to debrief unsuccessful Bidders within 10 working days of receiving such a request.

**4. EVALUATION METHODOLOGY**

**4.1 Basis of award decision**

* Technical Evaluation 70%
* Commercial Evaluation 30%

Applications will be reviewed individually against the stated criteria and evaluated in order to determine the most advantageous solution for STA in line with the contract ordering process.

**4.2 Evaluation process**

Applications will be formally logged upon receipt. Any application that is received after the deadline may be rejected.

Following the deadline, a compliance check will then be conducted on all bids that are received on time to determine whether they correspond to the application requirements. STA may reject any application that does not comply with these requirements.

**Evaluation sections and questions**

The method of scoring the evaluation sections will be a 5 point scale. Evaluators will use this to assign a score to each evaluation question response. The table sets out the scoring criteria.

|  |  |
| --- | --- |
| **Score** | **Description** |
| 0 | No response submitted |
| 1 | The answer does not demonstrate that the Bidder possesses the relevant ability, flexibility, understanding, skills, resource and quality measures required to meet the Agency’s requirements. |
| 2 | The answer includes some of the evidence specifically requested by the question and demonstrates that the Bidder possesses the relevant ability, flexibility, understanding, skills, resource and quality measures required to meet some of the Agency’s requirements, but with some major omissions. |
| 3 | The answer includes most of the evidence specifically requested by the question and demonstrates that the Bidder possesses the relevant ability, flexibility, understanding, skills, resource and quality measures required to meet most of the Agency’s requirements, but with some minor omissions. |
| 4 | The answer includes all evidence specifically requested by the question and demonstrates that the Bidder possesses the relevant ability, flexibility, understanding, skills, resource and quality measures required to meet the Agency’s requirements in full. |

**4.3 Award decision**

Tender evaluation will comprise three stages:

1. Legal evaluation – confirmation of acceptance of the terms and conditions of the standard Contract according to the Declaration by Tenderer.
2. Technical evaluation – scoring of the un-priced technical responses required in the Tender by an independent evaluation panel using the scores per criterion set out in that section and with the technical criteria weighted according to the table below:

|  |  |
| --- | --- |
| **Technical Criterion** | **Weighting** |
| Expertise and experience in Early Years (Question 1) | 35% |
| Up to date knowledge of Early Years classroom practice (Question 2) | 20% |
| Challenges to content development for the reception baseline assessment (Question 3) | 25% |
| Knowledge based exercise (Question 4) | 20% |

1. Commercial evaluation – assessment of the price for the services as set out in the pricing schedule.

The technical and commercial evaluation scores will then be combined using the following methodology:

* Technical Score = 100 x (Tenderer's technical score / Best technical score)
* Price Score = 100 x (Lowest price / Tenderer's price)
* Combined Score = (70% x Technical Score) + (30% x Price Score)
* Quality Threshold: Tenderers scoring over 60% for their technical score will then be considered for award.

Based on this evaluation criteria the top two tenders will be awarded the contract.

**5. BIDDER’S RESPONSE**

**Part A: General**

Please provide responses to questions in the table below: Please note that these will not be scored.

|  |  |
| --- | --- |
| **How many years knowledge and experience of Early Years education do you have?** | Please specify: |
| **Are you able to demonstrate knowledge and understanding of Early Years education?**  **This knowledge could be gained through experience in a practical setting such as in the classroom or as an LA advisor, or through writing Early Years material. Experience of assessment development will be looked on favourably, but the candidate would also need to demonstrate wider experience of the Early Years in addition to his / her assessment development experience.** | Yes / No |
| **Do you have expertise in critically analysing learning and assessment materials and developing solutions for issues identified?** | Yes / No |
| **Are you working on the Reception Baseline Assessment in any other capacity? If yes, please provide additional information in the Further Information Section of this ITT.** | Yes / No |
| **Can you be flexible and available to review materials, attend meetings and carry out other duties as and when required in agreement with the project team?** | Yes / No |
| **Do you have capacity to meet the requirements set out in this ITT document?** | Yes / No |
| **If you are currently in employment, please confirm that you have agreed with your employer that you will be able to meet the requirements for this contract.** |  |

**Part B: Expertise and Experience**

Applications will be evaluated solely on the responses and associated evidence provided by the Bidder in this section of the ITT. The weighting being applied to each question is provided next to each question.

Please note that all questions in this section are mandatory and will be scored according to the following 5-point scale:

|  |  |
| --- | --- |
| **Score** | **Guidance** |
| 0 | No response submitted |
| 1 | The answer does not demonstrate that the Bidder possesses the relevant ability, flexibility, understanding, skills, resource and quality measures required to meet the Agency’s requirements. |
| 2 | The answer includes some of the evidence specifically requested by the question and demonstrates that the Bidder possesses the relevant ability, flexibility, understanding, skills, resource and quality measures required to meet some of the Agency’s requirements, but with some major omissions. |
| 3 | The answer includes most of the evidence specifically requested by the question and demonstrates that the Bidder possesses the relevant ability, flexibility, understanding, skills, resource and quality measures required to meet most of the Agency’s requirements, but with some minor omissions. |
| 4 | The answer includes all evidence specifically requested by the question and demonstrates that the Bidder possesses the relevant ability, flexibility, understanding, skills, resource and quality measures required to meet the Agency’s requirements in full. |

Please provide an answer for each question explicitly. References to answers in other questions/sections may not be considered, and could result in a lower score being applied.

Evaluators cannot take into account previous knowledge of your delivery unless it is included in the bid, therefore please be explicit about outcomes you have delivered and provide clear evidence and examples of your skills and experience.

|  |
| --- |
| **Q1. In no more than 750 words, please give details of your experience in the Early Years Foundation Stage.**  You should provide professional qualifications and details across all relevant contexts, such as in the classroom, in LAs, in assessment development, as an advisor to reviews or government, or in academia and literature/conferences.  Your response should demonstrate substantial experience in Early Years, clearly outlining how expertise was developed over time.  *Question weight: 35%* |
| **Bidder’s Response:**  *Word count =* |
| **Q2. In no more than 500 words, please outline how you keep your knowledge of classroom practice within Early Years up to date.**  *Question Weighting = 20%* |
| **Bidder’s Response:**  *Word count =* |
| **Q3. In no more than 500 words, explain what you think are the challenges to consider when developing the content of the reception baseline assessment.**  Your response should demonstrate understanding of the purpose of this assessment, and of the Early Years Foundation Stage, and in particular of assessing mathematics, literacy and language and communication with this age group.  *Question weight: 25%* |
| **Bidder’s Response:**  *Word count =* |
| **Q4. Provide two questions that you believe could be used in a reception baseline assessment. You may design your own or provide an example from a pre-existing assessment. Explain what they are assessing and evaluate how far they are appropriate. These two questions should be:**   1. **one question assessing some aspect of early mathematics that challenges the more able; and** 2. **one question assessing some aspect of literacy or language and communication.**   **The maximum word limit for this question is 750 words. This word count does not include the questions themselves, only your explanation.**  Your response should:   * demonstrate strong communication skills; * evidence understanding of what makes clear, stimulating and accessible materials; and * demonstrate understanding of Early Years pedagogy.   *Question weight: 20%* |
| **Bidder’s Response:**  *Word count =* |

The technical quality threshold is 60%.

**Part C: Pricing and Further Information**

Please answer the questions in the table below. Please note that the daily rate provided will be used for pricing evaluation (total weighting = 30%). All other question responses will not be scored.

|  |  |
| --- | --- |
| **Please provide your daily rate excluding VAT.** | £ |
| **Are you classed as a Small Medium Enterprise (SME)?** | Yes / No |
| **Is VAT to be charged in addition to your net bid? VAT registered suppliers are encouraged to satisfy themselves whether VAT should be charged. The services as set out in this ITT may be exempt under the relevant HMRC legislation.** | Yes/No |
| **If you are currently working on any assessment development / marking activities for STA or any other organisation, please provide details here. If you are working on the reception baseline assessment in any other capacity, please also include information regarding this activity here.** |  |
| **Please indicate periods of known unavailability for the duration of the contract.** |  |

**Declaration by Bidder**

I have examined STA's requirements and the additional special terms set out in this ITT, and hereby offer to enter into a contract with STA for the required services and at the prices set out in this ITT.

I furthermore warrant that:

* I have the required corporate authority to sign this Tender;
* There has been no breach of STA's confidentiality requirements;
* There is no conflict of interest in our proposed delivery of this service;
* There has been no collusion with other Bidders or potential Bidders;
* There has been no canvassing of STA staff; and
* The Tender shall remain open for acceptance by STA for a period of 30 days after the due date for return of Tenders.

|  |  |
| --- | --- |
| Signed: |  |
| Name: |  |
| Date: |  |
| Role: |  |
| If not an individual, authorised to sign Quotes on behalf of [organisation name] |  |

**Annex A: Assessment Development Process**

**Annex B: Glossary of Assessment Development Terms**

This is a glossary of terms commonly used in assessment development. Not all terms will be relevant to the specification in this ITT.

Contractors should note that, in the event of a conflict between the following glossary and the definitions contained within the contract terms and conditions, the definitions within the contract shall take precedence.

| **Term** | **Definition** |
| --- | --- |
| Assessment | Each assessment is compiled from items. |
| Assessment construction | The process used to agree the items to be included in an assessment. |
| Assessment materials | A more generic term for assessment materials that may include items, assessmentss, mark schemes, marker training materials and administrator guidance. |
| Cultural review | This is a review that considers the cultural suitability of the items in terms of appropriateness for the full range of candidates. |
| DD, Assessment Development | Deputy Director, Assessment Development – manager of the Assessment development and Psychometrics and Assessment teams. |
| Early Years Experts | These are members of STA staff or affiliated consultants that have a knowledge and understanding of the Early Years in England and how it is applied in schools. Their input is required at a number of stages in the assessment development process. |
| English as an Additional Language (EAL) | Children who have learnt a language other than English as their first language. |
| Expert review | This is the process by which items and other assessment materials are reviewed by various experts to assess their suitability. Reviewers will look at a range of things, including the suitability of materials for the target population and whether they assess the Programme of Study at the appropriate difficulty. |
| File structure | The file system and naming convention provided by STA in which to save the items, texts, artwork and papers. |
| HI | Hearing Impaired versions of the assessments are produced. See ‘Modified assessments’. |
| HoPA | Head of Psychometrics and Assessment |
| HTDR | Head of Test Development Research |
| Inclusion | Inclusion involves making the assessment accessible to as many candidates as possible, including those with a variety of special educational needs including children with English as an additional language and candidates with disabilities. |
| Item | An item is a unit which can be used to construct an assessment. Items are often called ‘questions’, but the item includes more than just the wording of the ‘question’. It also includes how the answer is constructed or formatted and the mark scheme.  Items can take a number of forms including multiple choice, true/false, matching, cloze, keys, completing diagrams or graphs and open response items.  An item is typically worth 1 mark.  An assessment unit can have two sub-parts, but if these can be marked independently, they would be considered as two items. |
| Item classification | This is the process by which the features of an item are defined. Features of an item include which part of the framework is being assessed, the number of marks, etc. |
| Item group | A group of items, and can range from a single item to a complete assessment. Items may be grouped for a number of reasons in the development process, but this is mainly used in marking. |
| Item-level data | ‘Item-level data’ means the collection of mark data for individual items on pupil responses. |
| Item shell | This is an item which is devoid of specific content, into which specific content is introduced, in order to develop a range of different items. |
| Live assessment | An assessment that has gone ‘live’ in schools. ‘Live’ assessments remain confidential. |
| Mark scheme | The rubric which explains the creditworthy responses or the criteria that must be applied to award the mark for an item. |
| Modification | Modified versions of the assessments are created as necessary for children with hearing or visual impairments. |
| Modified assessments | An assessment that has been modified for pupils with a hearing impairment (HI) or visual impairment (VI). |
| Question | In common usage ‘question’ is often used in place of item (see definition for ‘Item’). |
| Special Educational Needs (SEN) | Children with SEN must be taken into account when developing the assessment. |
| Specification | A detailed definition of requirements for the contract. |
| TDR | Test Development Researcher. |
| Test or item review group | A group convened by STA to review the items after they have been created. The group is made up of teachers, local authority consultants and other education or inclusion experts. |
| Trialling (or pre-testing) | Trialling is conducted in schools on assessment material prior to it going ‘Live’ so that its performance can be analysed and improvements made. |