

FAQs and Answers for the Request for Qualifications to develop the 2025-2026 List of Approved Assessments

***Q. Can you confirm that vendors are not to include a narrative (description) with our submissions?***

A. In the past, vendors used the “Additional Notes” column to add narrative or further explanation beyond their documentation. To eliminate confusion and clarify the emphasis on documentation, this column has been removed from the Vendor Submission Tool. If some additional descriptive information is needed, vendors should provide it in the form of an additional document and cite it in the appropriate columns. The Department emphasis remains on documentation that demonstrates how vendors and assessments meet the required criteria.

***Q. Is “Adequate Evidence” required on 100% of the relevant elements to be approved?***

A. Yes. The criteria define minimum expectations that must be met.

***Q. If our assessments have multiple documents: manual, norms book, sample reports, etc., that are lengthy, are we required to put them into a single PDF or can we send them as separate PDF documents in a folder through a link?***

A. All documentation must be submitted in a single PDF. This ensures that reviewers can find all needed documentation efficiently. When citing documentation, provide SPECIFIC page numbers, rather than extremely large ranges, where the supportive information is located. The goal is to help reviewers quickly and efficiently find the information you need them to see.

***Q. If applying for multiple subject areas for Alt 3-8, do we need to submit a separate application for each subject?***

A. While separate applications by content area provides the clearest means of considering approval from our perspective, we recognize that some assessments are sold as packages that cover multiple content areas, so there may be legitimate reasons for presenting multiple content areas together. We will accept either but prefer discrete applications.

***Q. If submitting on Gifted Assessment, is there a way we should distinguish between prescreening and identification?***

Although the Department makes the final decision on gifted assessments, vendors should indicate if they have an approval preference in the ‘Content Area or Subject Area Alignment’ box if they intend to be approved only for prescreening or identification.

***Q. Sometimes the PDFs are too large to send via email. Are we able to upload the PDF somewhere?***

A. Applications are to be submitted digitally via FileDrop, the application that the Department uses for secure transfer of large files. Vendors will be provided access and instructions following submission of a FileDrop Drop Off Request (8.1 in the RFQ).

***Q. Our technical manual is thorough, but it is only published online as a website that is publicly accessible. Would this be acceptable documentation?***

A. Links to vendor websites are not acceptable, as these can be altered after the fact. We need documentation of information being submitted at the time it is submitted. Keep in mind that the requirement is not to submit any specific manual. What is critical is the information typically contained in the manuals. You may choose to download portions of the manual that pertain to the various criteria elements, making them a part of the PDF you submit. Online resources typically contain links to many such discrete elements, reports, etc.

**Q. Would the Department consider giving vendors a deadline extension?**

A. No. Our process does allow a period of 10 business days for appeal, following notification of any defects. The appeal may include provision of missing items. While not an extension, it may be useful.

**Q. Is the lack of print concepts automatically disqualifying for the K-3 Diagnostic?**

A. For the K-3 reading diagnostic, the vendor must provide subscores that provide sufficient detail regarding student strengths and weakness in relation to reading standards to inform instruction. At a minimum, detail must include print concepts, phonological awareness, phonics and word recognitions, and fluency.

**Q. Is it possible to be approved as the Dyslexia Screener if we do not assess Non-Word Reading or Letter-Sound Correspondence at second grade?**

A. A tool must measure non-word reading and letter-sound correspondence for second grade as an approved Tier 1 dyslexia screener for Grade 2. It may be approved for other grades if criteria are met. See the Key Assessed Areas on [Table 2, page 8, in the 2025-2026 Request for Qualifications document](#) for the skills that must be assessed by an approved Tier 1 screener for each approved grade. The vendor must also provide evidence that the instrument assesses each of the key areas listed to be considered for approval for that specific area's grade band.

**Q. The K-3 diagnostic is required to demonstrate at least 50% alignment with "applicable Ohio Learning Standards." At Grade 1, less than 50% of Ohio's reading standards are related to reading comprehension. Could you clarify how this requirement has been/will be applied?**

A. Applicants for the K-3 diagnostic must submit a blueprint or other documentation demonstrating that content aligns with applicable Ohio Learning Standards. Applicants must also submit relevant documentation with supporting evidence that the assessment is consistent with Ohio's "on-track" definition. Ohio's definition specifies that students are on-track if the fall reading diagnostic indicates that they are reading at the level set by Ohio's Learning Standards for the end of the previous grade.

**Q. The link to the Appeal of Finding of Incomplete Evidence in the RFQ appears to be incorrect. It goes to Service Provider Assurances.**

A This link is now corrected, and you may want to download the updated copy of the RFQ.

**Q. Should we expect acceptance of continuation requests? If so, how long after submission of the requests will they be sent?**

A. There is no formal acceptance of continuation requests. The Department will send continuation requests to eligible vendors with instructions for submitting information. If there are issues, the Department will let you know.

**Q. What is the acceptable timeframe for norms? For Alt High School? For Gifted? For Dyslexia Screeners?**

A. The acceptable timeframe for Alt High School norms is set in Ohio law at 10 years. For Gifted Assessments, the window of acceptability is “current.” Currency would be supported by such factors as population stability, etc. Norms are not required for Dyslexia Screeners.

**Q. Standard 6.2 requires a correlation of .70. What are some secondary measures of student performance you'd accept that typically have a correlation this high? I was told to use student grades in the past, but the correlation between grades and test performance is attenuated by restriction of range in grading scales.**

A. The .70 has always been a correlation between the test under consideration and another test. Correlation with grades will probably never approach this level due to attenuation of actual range (e.g., scale has very few score points) and attenuation of actual range (due to grade inflation, teacher generosity, extra credit, etc., there are usually a lot of high grades and very few low grades).

**Q. Will the Department consider tests of non-academic content for HQSD?**

A. Yes, HQSD is used in evaluating teachers and principals and may be provided for any content that is taught. This includes career-technical areas, social emotional learning, etc.

**Q. This list is limited to approval of assessments for schools to use to fulfill various requirements, correct? Not approval for schools to use other vendor products?**

A. Correct. Approval for any of the assessment categories does not imply approval for any other vendor products.

**Q. How can we receive a copy of the recorded Vendor Call?**

A. It is posted to the Department website on the [List of Approved Assessments](#) page.