

K-3 Mathematics Diagnostic Assessment Vendor Call

Frequently Asked Questions (FAQs)

Q. Where is the crosswalk linked?

A. The Crosswalk is linked to the RFQ as part of Appendix A, starting on page 21.

Q. Should we include the Transmittal Letter and Service Provider Assurances in the "One PDF" or should those each be separate?

A. Everything should be provided in a single PDF document.

Q. In terms of the alignment, does there need to be a DOK study?

A. The content alignment study should meet industry-standard practices for the demonstration of content alignment and consider the range of knowledge and cognitive demand or depth of knowledge.

Q. What is the expectation around blank copies for computer-based assessments?

A. The expectation to make blank copies of the diagnostic assessment a public record only applies to those that are on the list of up to five approved mathematics diagnostic assessments. However, any “blank copies of a diagnostic assessment” in the Department’s control would be subject to a public records request. This would also apply to any copies of assessments submitted as part of the RFQ unless designated that they are exempt from public records law.

Q. For sample test forms and sample test items, what would be the ideal number of test items?

A. There should be enough sample test forms and sample test items to demonstrate the ability to measure the grade-level content identified in the domains.

Q. Since there is no Grade K-2 OST assessment, is the Department looking for the “on track” and “not on track” designation to mean whether student performance is “on track” to be proficient by the end of Grade 3?

A. The “on track” designation for mathematics applies to whether the student is “on track” or “not on track” to be successful with grade-level content according to the previous year’s end-of-year standards.

Q. What data will districts be required to submit through EMIS for the new math diagnostic assessment?

A. This is still to be determined by the Department. Updates about Math diagnostic assessment reporting requirements will be communicated to districts and Information Technology Centers (ITCs) through the EMIS news flash and the [webpage for EMIS changes for FY27](#).

Q. On the [Vendor Submission Tool](#), can the state please clarify the difference between elements 4.6 and 4.8? What evidence specifically is the State looking for vendors to provide?

In Element 4.6, the vendor is demonstrating that their test blueprint aligns with the [Ohio Learning Standards for Mathematics](#) in the areas (or domains) of Counting and Cardinality (applicable to kindergarten only), Number and Operations in Base Ten, Numbers and Operations – Fractions (applicable to grade 3 only), Operations and Algebraic Thinking, Geometry, and Measurement and Data. This Element is evaluating an individual diagnostic assessment administration blueprint. This Element evaluates a test blueprint for a single administration fixed form.

In Element 4.8, the vendor is demonstrating their diagnostic assessment blueprint. This Element is evaluating a diagnostic assessment that may be administered multiple times through a school year. For example, up to three administrations during a single school year *could* include a Beginning of the Year (BOY), Middle of Year (MOY), and End of Year (EOY). This Element can also be used to evaluate vendor applications that are Computer Adaptive Tests (CAT) where a single administration diagnostic assessment may have multiple forms.

If the vendor only administers a single administration fixed form diagnostic assessment, the responses to Elements 4.6 and 4.8 *may* look similar.

Q. Can the State please clarify the difference between elements 4.5 and 4.10? What evidence specifically is the State looking for vendors to provide?

In Element 4.5, the vendor is demonstrating that their content aligns with the foundational skills in each grade level (i.e., kindergarten through grade 3) in the areas (or domains) of Counting and Cardinality (applicable to kindergarten only), Number and Operations in Base Ten, Numbers and Operations – Fractions (applicable to grade 3 only), Operations and Algebraic Thinking, Geometry, and Measurement and Data. This Element is evaluating a Beginning of Year (BOY) diagnostic assessment, where the content will be more foundational in nature.

Meanwhile, in Element 4.10, the vendor is providing evidence that their instrument assesses the Key Assessment Areas in Appendix A. This Element is evaluating a diagnostic assessment that is administered multiple times through a school year. For example, up to three administrations during a single school year *could* include a Beginning of the Year (BOY), Middle of Year (MOY), and End of Year (EOY). This Element should demonstrate how the BOY, MOY, and EOY diagnostic assessments assess each of the Key Areas in Appendix A over time.

If the vendor only administers a single administration diagnostic assessment, the responses to Elements 4.5 and 4.10 *may* look similar.