Request for Qualifications for K-3 Reading Diagnostics

Request for Qualifications

December 2025

Department of Education & Workforce

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Ohio Revised Code § 3301.079

(D)(1) Not later than June 30, 2026, the department shall do both of the following:

(a) Adopt a diagnostic assessment aligned with the academic standards for each of grades kindergarten to three in reading;

(b) Approve a list of up to five diagnostic assessments aligned with the academic standards for each of grades kindergarten to three for both **reading** and mathematics. The department's list of approved diagnostic assessments for reading shall include the three reading diagnostic assessments that were approved by the department for use as comparable tools for purposes of division (B)(1) of section 3313.608 of the Revised Code, as it existed prior to the effective date of this amendment, and are most widely used by public schools in the state.

(2) Each diagnostic assessment adopted or approved under division (D)(1) of this section shall be designed to measure student comprehension of academic content and mastery of related skills for the relevant subject area and grade level. The diagnostic assessment for reading shall be designed to measure student comprehension of foundational reading skills aligned to the science of reading. Any diagnostic assessment adopted by the department shall not include components to identify gifted students. Blank copies of diagnostic assessments shall be public records.

(3) School districts shall administer a diagnostic assessment in **reading** and mathematics adopted or approved by the department pursuant to section 3301.0715 of the Revised Code beginning in the 2026-2027 school year.

Ohio Revised Code § 3313.608

(B)(1) Beginning in the 2012-2013 school year, to assist students in meeting the third grade guarantee established by this section, each school district board of education shall adopt policies and procedures with which it annually shall assess the reading skills of each student enrolled in kindergarten to third grade and shall identify students who are reading below their grade level. The reading skills assessment shall be completed by the thirtieth day of September. Each district shall use a diagnostic assessment for the appropriate grade level adopted or approved under section 3301.079 of the Revised Code to identify such students. The policies and procedures shall require the students' classroom teachers to be involved in the assessment and the identification of students reading below grade level. The assessment may be administered electronically using live, two-way video and audio connections whereby the teacher administering the assessment may be in a separate location from the student.

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Background and Purpose

The Ohio Department of Education and Workforce is requesting qualifications for K-3 reading diagnostic assessments for the Department's Approved List of K-3 Reading Diagnostic Assessments beginning in 2026-2027 school year and each school year thereafter. The purpose of this Request for Qualifications (RFQ) is to select two reading diagnostic assessments across kindergarten through grade 3 that Ohio schools can use beginning in the 2026-2027 school year.

Each diagnostic assessment must include all grades, kindergarten through grade 3. The purpose of this limited Request for Qualifications (RFQ) is to select two diagnostic assessments that meet the Department's criteria, which include alignment with the Ohio Learning Standards for English Language Arts in Kindergarten through Grade 3 and Ohio's Early Learning and Development Standards for Language and Literacy.

The Department is committed to ensuring that diagnostic assessments are responsive and address the needs of all learners, including students with low-incidence disabilities and complex communication needs.

The purpose of this RFQ document is to outline the Department's process for selecting **two** approved reading diagnostic assessments for the Department's Approved List of K-3 Reading Diagnostic Assessments for the 2026-2027 school year and each school year thereafter.

IMPORTANT DATES

The following are important dates in the RFQ submission and review process for the K-3 reading diagnostic. The Department will make every effort to meet these dates. Applicants are encouraged to check the Department's K-3 Reading Diagnostic webpage frequently for updated information.

- **RFQ Document Posted and Submission Period Open:** Dec. 5, 2025
- **Vendor Information Meeting:** Tuesday, Dec. 9, 2025
- **Vendor Question Period:** Dec. 5, 2025 – Jan. 23, 2026
- **Time Period to Submit Applications via OneDrive:** Dec. 5, 2025 – Jan. 23, 2026
- **Final Submission Date:** Jan. 23, 2026, at 5 p.m. Eastern Time
- **Vendors Notified of Review Outcomes:** Late February 2026

DEADLINE FOR SUBMISSION

Applications must be received by the Department at 5 p.m. Eastern Time on January 23, 2026. Incomplete or late submissions will not be accepted.

REVIEW ELIGIBILITY

Eligible applicants to apply for review and inclusion on the Department's Approved List of K-3 Reading Diagnostic Assessments under this RFQ are vendors with a demonstrated record of effectiveness and experience serving Ohio school districts or other public schools in the administration of reading diagnostic assessments for students in kindergarten through grade 3 within the last two years. Vendors must provide evidence of prior work with Ohio educational entities to be considered eligible. Additionally, to be eligible for review, reading diagnostic assessments must be:

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- Designed for use in each of grades kindergarten through grade 3. Assessments that address only a subset of these grades (for example, kindergarten only or kindergarten through grade 2) are ineligible for review. Additionally, applications for assessment packages or assessment "suites" will not be considered for approval during this application process. Submitted by the respective vendors and must provide all requested information and documentation by the deadlines provided by the Department.

INELIGIBILITY FOR REVIEW

- Vendors that do not demonstrate a clear record of effectiveness and prior experience serving public school districts or other public schools. Submissions lacking sufficient evidence of successful implementation and impact in public school settings will not be considered.
- Achievement tests of specific academic ability used to prescreen or identify students who are gifted. This includes diagnostic assessments containing components to prescreen or identify students as gifted. Individual grade level assessment submissions (i.e., kindergarten only or kindergarten through grade 2 only). Diagnostic assessment in Reading must be for each grade level kindergarten through grade 3.
- Assessment packages or "suites" containing multiple assessments
- Assessments identified by the Department as the top three most widely used on Ohio schools in the 2024-2025 school year.

INFORMATIONAL MEETING FOR VENDORS

The Department will convene an online session for prospective applicants to provide assistance on the submission process, including the Vendor Submission Tool and attachments. This meeting is scheduled for Dec. 9, 2025, at a time to be determined. Participation is optional, but registration is required. More information on the online session, including the session time and registration information, will be posted on the Department's List of Approved Assessments webpage.

Submission of written questions in advance of the call is preferred so that they may be addressed during the call. Email questions to ApprovedAssessments@education.ohio.gov. Following the vendor call, questions and responses will be posted to the Department's website.

COMMUNICATION WITH APPLICANTS

Throughout the review process, official department communication with applicants will be via notices on the website or through email communication initiated by the Department.

Applicants may not reach out to individual Department staff and must direct questions to the email addresses listed below. If applicants reach out to Department staff to discuss or influence the review process, the applicant's product may, in the Department's sole discretion, not be considered for inclusion on the approved diagnostic assessment list.

The Department will provide technical assistance with submitting the application documents. The Department will not meet with individual applicants to discuss the results of the review.

Questions about the application process (for example, submission requirements, document

transmission, etc.) should be sent to ApprovedAssessments@education.ohio.gov.

Questions about subject matter content should be sent to ThirdGradeGuarantee@education.ohio.gov.

APPROVAL NOTIFICATION

Vendors with approved assessments will receive a link to complete the Assessment Information Form to provide updated contact and assessment information. This summary of services will be posted as a link on the List of Approved Assessments webpage and the Department's K-3 Reading Diagnostic webpage for the convenience of districts and schools. After vendors are notified of their addition to the Department's Approved List of K-3 Reading Diagnostic Assessments, assessment information will be posted on the Department's K-3 Reading Diagnostic webpage and List of Approved Assessments webpage.

Overview of Approval Process

Required Submission Documents

For an application to be considered complete, the following documents must be received by the Department no later than 5 p.m. Eastern Time on Jan. 23, 2026:

- Transmittal Letter
- Service Provider Assurances and Signature
- Vendor Submission Tool
- Vendor Supporting Documentation

TRANSMITTAL LETTER

An authorized individual must provide a brief transmittal letter to the Department to formally submit/transmit the application, proposal, and other materials on behalf of the applying entity. The transmittal letter must be signed and dated by the authorized individual.

SERVICE PROVIDER ASSURANCES AND SIGNATURE

The Service Provider Assurances must be completed and signed.

VENDOR SUBMISSION TOOL

The required vendor submission tool is provided as a separate Microsoft Excel document. Vendors must maintain this tool as an active Excel (.xls) document and include it within the required PDF document with all other supporting documents. The vendor submission tool serves to inform vendors of the requirements and ensures that Department scorers can effectively and efficiently locate the appropriate portions of the various documents.

Applicants must provide specific location guidance using page number references and document name. Page number references must be specific and lead reviewers directly to the required information.

For each required element on the Vendor Submission Tool, applicants must specify the name of the relevant document and location where the supporting evidence is found. "Not Applicable" is not an acceptable vendor response.

VENDOR SUPPORTING DOCUMENTATION

Individual documents and evidence referenced in the vendor submission tool must be combined for submission into a single document with sequential numbering throughout. The single document must include a table of contents with document titles and page numbers. Bookmarks are helpful but not required. Use of a single document with sequential numbering enables the Department's reviewers to search for information within the document.

Vendor supporting documentation must include evidence of a demonstrated record of effectiveness and experience serving Ohio school districts or other public schools in the administration of reading diagnostic assessments for students in kindergarten through grade 3 within the last two years. Examples of evidence include: (1) approval as a vendor of assessments for reading diagnostic purposes (a) in another state or nationally and specifying such state(s) and/or (b) previously approved within Ohio as a reading diagnostic assessment; (2) history of producing assessment instruments supported by three references for whom it has provided similar services in the past.

Applicants may not include links to online materials, (For example: vendor websites, Google docs, or SharePoint).

TRANSMISSION METHOD

Application materials must be submitted digitally via OneDrive, the application the Department uses for secure transfer of large files. Vendors will be provided instructions. Vendors that have questions or need assistance with submission may contact ApprovedAssessments@education.ohio.gov.

Submission Information and Requirements

Applications must be submitted electronically via instructions provided by the Department. Submitted application documents **must** use the following naming convention:

- *Program Name_Year_Application*

If names are too long based on the character limit, abbreviate the title of the type of worksheet as necessary. **All application materials must be submitted in digital or online format as PDF and Excel files. No hard copies of application materials will be accepted.**

Applications must be submitted electronically in PDF and Excel format according to the submission upload instructions provided by the Department. All application files must be submitted in PDF format, with individual files not to exceed 100 MB. The following formats are **not** acceptable for submission:

- Online access to Google Drive or SharePoint files
- Online access to Dropbox or document retrieval sites
- Uploaded documents in any format other than PDF

All applications must be completed on the fillable application forms provided by the Department but saved and submitted as PDFs. No alterations may be made to the formatting of the forms. No additional documents or materials are permitted outside the above-referenced application documents. No images or graphics are permitted on

application documents provided by the Department. Applicants may not include links to online materials.

Evaluation of Applications

All complete and timely submissions will be evaluated by a team of technical and content expert reviewers selected by the Department using the criteria listed in the Vendor Submission Tool. The two applications with the highest total scores will be added to the Department's Approved List of K-3 Reading Diagnostic Assessments for the 2026-2027 school year. The Vendor Submission Tool generally uses three scoring categories for each element:

- **Criteria Not Met/0 Points -** The evidence provided does not meet the criteria indicated.
- **Criteria Partially Met/1 Point -** The evidence provided partially meets the criteria indicated, but additional information, detail, or examples are needed to fully meet the criteria.
- **Criteria Fully Met/2 Points -** The evidence provided fully meets or exceeds the criteria indicated, demonstrating thorough implementation or alignment of the indicator to expectations.

Some elements will be scored using only two of the scoring categories listed above. Select elements may be granted greater weight than others. The evaluation team will rate the proposals submitted in response to this RFQ based on criteria and weight assigned to each criterion. The evaluation team will evaluate and numerically score each proposal. The evaluation will result in a point total being calculated for each proposal submitted. The applications with the two highest scores out of all applications submitted will be added to the Department's Approved List of K-3 Reading Diagnostic Assessments beginning in the 2026-2027 school year.

SCORING CRITERIA

Criteria

1. The vendor demonstrates evidence of assessing:
   a. Print concepts
   b. Phonological awareness
   c. Phonics and word recognition
   d. Fluency
2. The vendor demonstrates evidence of consistency with Ohio's "on track" definition.
   a. This 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.
   b. Kindergarten assessments should be aligned with the Early Learning and Development Standards Language and Literacy Domain.
3. The vendor demonstrates that the assessment meets the requirements for Tier 1 (Universal) Dyslexia Screening including evidence that skills are assessed according to the grade level and time of year listed in the table below:

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KEY ASSESSED AREAS FOR DYSLEXIA SCREENING				
Skills to Screen	Kindergarten	Grade 1	Grade 2	Grade 3
Phonemic Awareness	X	X		
Letter Naming	X	X		
Letter-Sound Correspondence	X	X	X (Through beginning of second	
Real and Nonword Reading	X (end of year)	X	X (Nonwords through beginning of year)	
Oral Text Reading Accuracy and Rate		X (Starting middle of year)	X	X
Comprehension				X

4. The vendor demonstrates that the assessment provides scores to indicate risk of dyslexia for each of the assessed areas for beginning, middle, and end of year for grades kindergarten through 3.

5. The vendor demonstrates assessment subscores provide sufficient detail regarding student strengths and weakness in relation to foundational language and literacy skills to inform instruction. At a minimum, detail must include print concepts; phonological and phonemic awareness; phonics and word recognition; and fluency.

6. The vendor demonstrates evidence of the inclusion of progress monitoring tools to evaluate student development of foundational language and literacy skills

7. The vendor demonstrates evidence of clear and detailed guidance for communication with families including "family friendly" student benchmark and progress monitoring assessment results

8. The vendor demonstrates evidence of providing clear and detailed guidance on the implementation of the assessment for non-English speaking students.

9. The vendor demonstrates evidence of providing clear and detailed guidance on the accessibility of the assessment for all students and accommodations for students with mild to moderate disabilities without modifying what is being assessed

10. The vendor demonstrates evidence of clear and detailed assessment accommodations without modifying what is being assessed for students with low-incidence disabilities and complex communication needs including:
    a. Students who are blind or visually impaired
    b. Students with complex behaviors
    c. Students with complex communication needs
    d. Students with fine and/or gross motor differences
    e. Students with multi-sensory needs
    f. Students with significant intellectual differences

11. The vendor demonstrates evidence of brief assessment administration (10 minutes or less) for educators and students.

12. The vendor demonstrates evidence of one-to-one student administration, with an adult.

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General Information

Each approved vendor will be responsible for all contracts with individual school districts, community schools, and STEM schools. The contracts between an approved vendor and districts shall not conflict with the terms and requirements outlined in this RFQ. Selection denotes eligibility only. No contract with the Department, or any other entity, is implied by eligibility selection.

Applicants acknowledge that their submission is not guaranteed to be included on the approved diagnostic assessment list provided by the Department. Changes made to federal law or state law impacting the requirements for the above-listed assessments may affect the approved vendor's future eligibility.

Reservation of Rights

The Department reserves the right to:
- Reject any or all proposals received in response to this RFQ
- Withdraw the RFQ at any time
- Disqualify any vendor for failing to conform to the requirements of the RFQ
- During the application period, amend the RFQ specifications to correct errors or oversights or to supply additional information, as it becomes available
- During the application period, direct vendors to submit application modifications addressing subsequent RFQ amendments
- Change any of the scheduled dates
- Waive any requirements in this RFQ
- Require clarification at any time during the application process and/or require correction of errors to assure a full and complete understanding of a vendor's application and/or to determine a vendor's compliance with the requirements of the RFQ
- Prioritize evaluation and/or approval of certain submissions
- Request accurate and current estimates of vendor costs
- Post cost estimates for approved vendors on the Department's website
- Reevaluate approval or request other documentation during or after the approval process
- Evaluate and modify future processes for determining Department-approved assessment lists

Confidential, Proprietary, and Trade Secret Information

The Department solicits information through this RFQ in a transparent manner and in accordance with the laws of the State of Ohio. All responses provided to the Department become records of the Department and, as such, will be open to inspection by the public after award unless exempt from disclosure under law. If an applicant believes information in its

proposal is a trade secret, as defined in ORC 1333.61, the information must be marked as such by underlining the information and notating it with asterisks. Because the applicant is in a better position to know which information may be a trade secret, the applicant's marking of such information will aid the Department in its review of the documents when responding to a request for public records under Ohio law. The Department has the sole discretion in redacting information in response to public records requests pursuant to ORC 149.43.

Vendor Responsibilities Upon Approval

OVERVIEW OF SERVICES TO BE POSTED

If approved, each vendor must provide a public information summary of services for posting on the Department's website by completing the Assessment Information Form. The link to the form will be provided to vendors of approved assessments to submit this information online. Information about assessments and instruments under continued or multiyear approval will also be published online. A link will be provided to eligible vendors with their Application for Continued Approval.

COST INFORMATION

If approved, vendors will be asked to provide a link or other up-to-date contact information for use by districts in evaluating any costs associated with assessments under consideration for purchase. This information should be provided in the Assessment Information Form and will be published as part of the summary of services on the Department's website to inform districts as they evaluate their assessment options.

ADDITIONAL VENDOR RESPONSIBILITIES

Continued approval on the Department's Approved List of K-3 Reading Diagnostic Assessments is contingent upon satisfactory fulfillment of the following responsibilities:

- Submission of an annual report to the Department that includes, but is not limited to, the following: Names and IRN# of districts and community schools that use the assessment, percentage of students considered "on track" and "not on track" by districts and community schools using the assessment during the school year (beginning of year, middle of year, and end of year), total number of K-3 students who were administered the assessment, total number of students within each district and school who used each assessment, and the predictive validity of the beginning-of-year scores and proficiency on Ohio's State Test for grade 3 English Language Arts
- Provision of written notification to the Department of any substantive changes to the assessment by Dec. 31 of each calendar year. Substantive changes include, but are not limited to, the following: Re-norming of the assessment; changes to composite scores, percentiles, or performance levels; changes to skills being assessed; changes to which subtests or skills used to calculate the composite score/percentile/performance level; changes to test administration mode
- Immediate disclosure to the Department in writing technical difficulties, security breaches, or issues encountered while administering the assessment to Ohio districts and schools
- Participation in all meetings requested by the Department

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- Confirmation of assessment cut scores, percentiles, or performance levels before Dec. 31 of each school year
- Maintaining a satisfactory level of customer service and technical to Ohio districts and schools as determined by Department-administered surveys, focus groups, feedback from districts and schools, and other criteria determined by the Department
- Submission of a yearly Application for Continued Approval
- Submission of a yearly assessment information form (supplied by Department) to ensure updated contact and cost information for districts
- Meeting all Department requests for information and reports in a timely manner

Failure to meet any of the aforementioned responsibilities may lead to revocation of the assessment's approval by the Department.

Multiyear Approval

Selection for approval as a K-3 reading diagnostic assessment extends to the 2027-2028, 2028-2029, 2029-2030, and 2030-2031 school years contingent on the following:
- No substantive changes to the assessment have occurred since the most recent Approval
- No changes in legislation, law, regulation, or Department policy preclude continued approval
- No changes in content standards or performance standards, if applicable, have occurred since the assessment was most recently approved by the Department
- The vendor submits a yearly Application for Continued Approval
- The vendor submits a yearly Assessment Information Form (supplied by Department) to ensure updated contact and cost information for districts

Vendor participates in all requests for demonstrations, meetings, and onboarding from the Department. The rights reserved for the Department in the Reservation of Rights section of this RFQ apply through any multiyear approvals.

Definitions

To provide applicants with an understanding of the common language used in Ohio, the Department provides the following list of definitions.

Accommodations: Strategies or tools that facilitate equal access to instruction and instructional content for students with disabilities and may be used for both screening and instruction/intervention. These strategies or tools change how students access instruction or an assessment but do not change the content of instruction or what the assessment measures.

Administration training: As defined by the *Standards for Educational and Psychological Testing*. *Note:* Assessments should be administered by individuals who have received the training appropriate to the particular assessment.

Alphabetic principle: The understanding that letters and letter patterns represent the sounds of spoken language.

Assessment: Assessments measure how students are learning and progressing through standards, using both formative and summative assessments that are specific to the material taught to the students.

Cognitive demand: A scale used to measure content complexity or rigor required by a set of standards and aligned assessments.

Comprehension: The understanding and interpretation of what is read in written material or heard from speaking or read aloud.

Content alignment study: A study meeting industry-standard practices for the demonstration of content alignment, considering the range of knowledge and cognitive demand or depth of knowledge.

Criterion-referenced: A type of assessment that measures a student's knowledge and performance in relation to a predefined set of criteria or standard body of knowledge.

Decoding: The ability to apply knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words

Department: The Ohio Department of Education and Workforce.

Depth of knowledge (DOK): A scale used to measure content complexity or rigor required by a set of standards and aligned assessments.

Diagnostic: For the purposes of this RFQ, and as referenced throughout Ohio Revised Code, a "diagnostic" is synonymous with the concept of Universal Screening. Universal Screening is a process that involves administering measures to all students to identify students who are at risk for future difficulties and thus should be considered for prevention or early intervention services. Universal screening data also can be used to assess the overall effectiveness of the academic instruction in meeting the needs of students.

Evidence-based: Programs, strategies, and activities for reading instruction that are rooted in practices that have been evaluated and proven to improve student outcomes.

Fluency: The ability to use efficient, accurate, and flexible methods for computing. Fluency does not imply timed tests.

Foundational Skills: Skills aligned to Ohio's Learning Standards for English Language Arts for grade level-appropriate foundational reading ability, including:
- ***Kindergarten-first grade***: Print concepts and alphabet knowledge, phonological awareness, phonemic awareness, phonics and word study, and text reading and fluency.
- ***Second grade***: Phonics and word study, as well as text reading and fluency.
- ***Third grade-fifth grade***: Advanced phonics and word study, as well as text reading and fluency.

Grade-level appropriate: Relating to the connection of taught skills, concepts, and learning activities to the grade-level specific standards within Ohio's Learning Standards for English

Language Arts.

Intervention: A systematic approach to targeting specific skills identified as the potential cause of reading difficulty. Intervention consists of enhanced opportunities to learn, including, but not limited to, additional time with the core curriculum in small groups, other supplementary instruction, or individualized intensive instruction.

Low-Incidence Disabilities: Visual or hearing impairments (including deaf-blindness), significant cognitive impairments, or any disability requiring highly specialized personnel to provide appropriate educational services. For the purposes of the K-3 reading diagnostic assessment, this also includes the following:

a. Students who are blind or visually impaired
b. Students with complex behaviors
c. Students with complex communication needs
d. Students with fine and/or gross motor differences
e. Students with multi-sensory needs
f. Students with significant intellectual differences

Norm-referenced: A type of assessment that measures a student's knowledge and performance in relation to that of other students, typically students of the same age or grade.

Ohio's Early Learning and Development Standards for Language and Literacy: Ohio's Early Learning and Development Standards guide educators in selecting and developing curriculum to provide appropriate, educationally beneficial opportunities for young children from infancy through the end of preschool. The Language and Literacy domain of Ohio's Early Learning and Development standards addresses language development, communication, and emergent literacy skills. The strands in this domain are Language and Communication, Phonological Awareness, Print Awareness, and Emergent Writing. The standards demonstrate how children develop early literacy skills in speaking, listening to understand, building vocabulary, understanding stories read aloud, awareness of sounds in spoken words, the alphabet, and beginning writing skills.

Ohio's Learning Standards: The learning standards adopted pursuant to Ohio Revised Code section 3301.079.

On Track/Not on Track for Reading: The designation given to students at the beginning of each grade, kindergarten-grade 3, to indicate if they are reading at the level set by Ohio's Learning Standards or Ohio's Early Learning and Development Standards, for the end of the previous grade (for example, grade 1 on track designation based on end-of-kindergarten standards).

Phonemic awareness: Ability to focus on and manipulate individual sounds (phonemes) in words. Phonemic awareness is a subskill of phonological awareness.

Phonology: The study of the sound structure of spoken words.

Phonological awareness: A set of skills that include identifying and manipulating units of oral language (words, syllables, onsets, and rimes).

Phoneme segmentation: Ability to break a word into individual sounds.

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Phonics: Instruction that teaches the relationships between the letters of written language and sounds of spoken language, how to sound out words and exceptions to the principles.

Progress monitoring: Assessment procedures used on a frequent basis (for example, monthly, weekly, daily) to measure student growth in response to targeted or intensive intervention. Progress monitoring data are used to determine whether the intervention is having the intended effect or if the intervention needs to be modified or intensified to meet the student's unique needs.

Range of knowledge: The span of knowledge required by a set of content standards to which an assessment instrument aligns.

Reading comprehension: The understanding and interpretation of what is read in written material.

Reading fluency: The ability to read with appropriate speed, accuracy and proper expression.

Reliability: The overall consistency of a measure under consistent conditions.

Research-based: Instructional practices, strategies, or approaches that are based on research but have not yet been tested for evidence of student outcomes.

Substantive Changes: Changes to an approved assessment that require notification and approval by the Department. These changes include, but are not limited to, the following: Re-norming of the assessment; changes to composite scores, percentiles, or performance levels, changes to skills being assessed, changes to which subtests or skills used to in the composite score/percentile/performance level; changes to test administration mode; changes to whether a composite score is alpha or numeric.

Teacher: A person leading instruction using the core curriculum and instructional materials.

Validity: The extent to which an assessment accurately measures what it is intended to measure.

Vendor: An individual, corporation, tax-exempt or nonprofit organization, limited liability company, partnership, association, or institution of higher education that is engaged in the business of producing and selling, offering for sale, or negotiating the sale of assessment products for purchase and/or use by a consumer, such as a district or community school.

Vocabulary: Words that must be understood to communicate effectively.