Questions and Answers

Questions about the New Dyslexia Screening Approval Categories

1. Which approval category should I use?
   - If dyslexia screening is embedded in a K-3 Diagnostic assessment (the same instrument, same administration), the appropriate category would be K-3 Diagnostic/Dyslexia.
   - If the instrument is a brief, stand-alone, teacher-administered, universal screener assessing the target dyslexia-related skills, the appropriate category would be Tier 1 Dyslexia Screener.
   - If the instrument assesses the content and skills required to arrive at a determination of on-track/not on track in reading (on-track to pass the Third Grade Reading requirement) but DOES NOT provide a determination of risk in relation to dyslexia, the appropriate category would be K-3 Diagnostic.

2. Who can use the short form for K-3 Diagnostic/Dyslexia?
   These criteria determine eligibility for the short form for K-3 Diagnostic/Assessment:
   - Currently approved for K-3 Diagnostic
   - No change to the form or content of the assessment instrument
   - Screening for dyslexia-related skills is embedded in the currently approved K-3 Diagnostic.

3. Who can NOT use the short form?
   - An assessment that is not currently approved for K-3 Diagnostic
   - A currently approved K-3 Diagnostic that has made changes to the form and content of the assessment to include the dyslexia screening (must submit complete application)
   - Applicants for the Tier 1 Dyslexia Screening (stand-alone screening; requires a complete application)

4. When is the short form due?
   - The short form follows all of the normal application dates and processes (just shorter).
   - All applications are due by 3 p.m. on March 25, 2022.

5. If I am approved for K-3 Diagnostic and apply for and receive approval for the Tier 1 Dyslexia Screener, does this mean that I will be included on the K-3 Diagnostic/Dyslexia?
   - No, the Tier 1 Dyslexia Screener category is only for freestanding screeners.
   - This scenario would indicate that there are TWO INSTRUMENTS, and they would require separate applications and would be listed individually on the appropriate approved lists.
   - Note: Approvals are always for a specific use of a specific instrument. Vendors themselves are not approved; rather their individual products may be approved.
Approval of an instrument for a specific use does not imply any broader approval for other uses or approval of any other products of that vendor.

6. If vendors are applying for the 1) K-3 Diagnostic/Dyslexia Screener and 2) Tier 1 Dyslexia Screener categories, with a product that is already approved for the K-3 Diagnostic component, is the short form sufficient, or does a full new application need to be submitted?
   • The short form is only used to convert an existing K-3 Diagnostic approval to a K-3 Diagnostic/Dyslexia approval. (If the form and content of the instrument has not changed, screening elements are already embedded in the content, and continuation criteria are met.)
   • All approvals for the Tier 1 Dyslexia Screener category require a full application. This category is for brief, universal screeners.
   • Vendors with currently approved K-3 Diagnostics that **DO NOT** provide embedded dyslexic screening content have two options for that instrument:
     i. Remain on the approved list of K-3 Diagnostics following the continuation process; or
     ii. Revise their instrument to provide embedded screening and submit a full application for K-3 Diagnostic/Dyslexia.

7. Will there still be an approval category for K-3 Diagnostic? If I apply, using the short form, for K-3 Diagnostic/Dyslexia and do not get approval, will I lose my K-3 Diagnostic approval?
   • Yes, there will still be an approved list for K-3 Diagnostic.
   • If a vendor, who has made no changes to form or content of their assessment, applies for the combined category (using the short form) but does not meet the new dyslexia screening criteria, they may submit the Continuation Form to remain on the K-3 Diagnostic list (assuming they meet the continuation criteria).

8. If a vendor with a currently approved K-3 Diagnostic wishes to add another assessment, is the vendor able to submit a complete application for just the newly added assessment or does the State require the vendor to submit a complete application and submit the already approved assessments AND the new assessment?
   • Vendors with approved assessments may request that their assessments remain on the approved list using the Continuation Form, provided that neither their assessment nor the state requirements have changed, and that their norming data (if required) still falls within the 10-year range.
   • Additional assessments, not currently on an approved list, require a complete application for that assessment and approval area(s)
   • Note: The category of K-3 Diagnostic/Dyslexia applies ONLY to single instruments that perform both functions. Vendors having currently approved K-3 Diagnostic instruments seeking approval for dyslexia screening have several options:
     i. Use the short form to apply to convert the existing K-3 Diagnostic approval to K-3 Diagnostic/Dyslexia **IF** their instrument already contains the embedded content needed to screen for dyslexia; OR
     ii. Revise their currently approved assessment to MEET the criteria for a combined instrument (a single instrument requiring a single administration) and apply for approval for use as K-3 Diagnostic/Dyslexia (full application); OR
iii. Request continuation (using the Continuation Form) for the currently approved K-3 Diagnostic and submit a full application for an additional instrument to meet the criteria for Tier 1 Dyslexia Screener (universally administered, brief, focused on assessing the Key Assessed Areas as listed). This would result (assuming continuation and approval) in TWO instruments approved for two individually approved uses.

9. Does the screener have to cover the entire K-3 range, or will screeners be considered that cover a smaller grade range, especially since the skills being assessed change across the grades.
   - Ohio law requires universal screening of kindergarten students; however during a phase-in period, students in grades 1-3 will also be screened.
   - The law also provides for students up through grade 6 to be screened at the request of parents or educators.
   - ODE can consider applications for instruments that are ONLY appropriate for a limited age (or grade) range, with a possibility of an approval limited by grade level.
   - Vendors may want to consider that districts may prefer a single product having multiple grade levels.

10. Must a dyslexia screening instrument assess every Key Assessed Area designated for each grade level outlined in the Request for Qualifications in order to be approved?
    - Approval for a grade level requires that the instrument assess all the Key Assessed Areas for that grade level
    - Consistent with prior practice, the Department will consider approval by grade level for assessments meeting criteria for some, but not all, grade levels.

11. If a vendor submits a complete application in response to the K-3 Diagnostic/Dyslexia Screener category and is approved by the State, does that approval automatically place the vendor’s approved assessments in the individual K-3 Diagnostic category and the Dyslexia Screener category? Or—in addition to submitting a complete application to the K-3 Diagnostic/Dyslexia Screener category—is the vendor required to submit a separate complete application for the individual K-3 Diagnostic and Dyslexia Screener categories as well?
    - The Tier 1 Dyslexia Screener category is for free-standing, brief, teacher-administered, universal screening instruments. A K-3 Diagnostic assessment with screening embedded is not the same as a Tier 1 Dyslexia Screener
    - The K-3 Diagnostic approval category is for those assessments that DO NOT also screen for risk of dyslexia.
    - Approval in all three categories could be appropriate for three distinct instruments, hence three applications.

12. We have the short form vendor tool (Excel sheet) for the submission as Dyslexia Screener. My question is if you need us to provide additional narrative beyond what will be contained in that Excel spreadsheet?
    - The short form application process is the same as the regular process, just shorter (fewer criteria). The short form Vendor Tool must be accompanied by a submission document that demonstrates how each of the criteria are met. The Tool provides readers a guide to where in the documentation this is found.
• The short form application process is for use by vendors having currently approved K-3 Diagnostic instruments wishing to convert to K-3 Diagnostic/Dyslexia. If approved, the instrument would move from the K-3 Diagnostic Approved List to the K-3 Diagnostic/Dyslexia Approved List.

• Vendors seeking approval as a Tier 1 Dyslexia Screener only must submit a complete application for a free-standing instrument meeting the criteria for universal screening for risk of dyslexia.

13. Will schools be required to use an assessment from the approved list for dyslexia screening?
• The universal screening required for all schools (grades K-3) must use an approved instrument. Additional screenings and monitoring of students following instruction may use other instruments at district discretion.

Questions about Criteria

1. We are currently working with a statistician to have our data analyzed for reliability and validity, but that data is not yet available. Therefore, we cannot meet the requirements of 3.1 Technical Report. What is your recommendation on how we should proceed?
   • We cannot approve incomplete applications or those still in process of meeting requirements.

2. We would like to know if external criteria other than a dyslexia diagnosis (such as results from a different dyslexia screener) could be used to show evidence of Instrument sensitivity.
   • Comparison to other proven screeners can serve as one piece of supporting evidence, but it is not sufficient by itself alone.

3. Applicant Checklist, page 35 – the Test Blueprint component states “Required for all assessments as noted in Section 2.5 of this RFQ.” Please clarify where Section 2.5 of this RFQ is located.
   • Information about Test Blueprints is in Section 3.4 on page 20.

4. We noticed that a 3rd party alignment study is preferred for Ohio. Will internal alignment studies be accepted if the methodology is thoroughly explained?
   • Two approval categories (Alt Reading and grade 3 of the Alt 3-8 ELA) require 3rd party alignment.
   • Other approval categories that require alignment may be met using evidence of an internal alignment study that meets industry standards.

5. Norming Study: On page 35 it states this is required for all norm-referenced assessments, but on page 19, it states it is required for only Alt HS and Gifted: Academic. If our screener has norms but is not for one of those two areas, do we still need to provide all of the requirements of the norming study or do we just need to provide details regarding the analysis and norms?
   • Alt HS and Gifted: Academic require national norming. Other approval categories do not. Consult the Vendor Submission Tool for the specific criteria that apply to each approval category.

6. If an assessment being submitted has been released using local norms, will that assessment be considered for approval in 2022?
• Consult the Vendor Submission Tool for the specific criteria for each approval category. The two categories (Alt HS and Gifted: Academic) that require norming specifically require national norming.
• Norming information will only be evaluated for those approval categories for which it is required.

7. In 3.1 (the technical report), what do you mean by "vertical scale"?
• In test linking, the process of relating scores on tests that measure the same construct but differ in difficulty. Typically vertical scaling is used with achievement and ability tests with content or difficulty that spans a variety of grade or age levels.

8. Could you please give an example of what you're looking for in the second bullet of 3.2, the “methodology used to determine content alignment”?
• “Methodology” means how it was done. Typically, an alignment study consists of the judgement of a group of field experts (teachers). The key words are “group” and “experts.” One common method of determining alignment is the Webb method. This is not the only, or recommended method, simply an example of one possibility.

9. Regarding “Test Security Measures” for ensuring confidentiality of student data (specifically for computer assessments), are you looking for a description of server/tool security and data encryption, personnel processes in terms of handling data, or both?
• Test security measures should address those that protect the identity of students (where applicable) as well as those that protect the integrity of the instrument, items, and administration.

General Questions about Submission

1. Section 2.1.2 Assessment Information, page 17 indicates a separate information form for each assessment submitted for approval must be provided. Multiple lines are provided. Please use a separate line for each unique combination of approval sought, grade band, and alignment. (For example, Alt HS, grade 10, ELA would be one line. Gifted: Academic, grade 10, ELA might be another line for the same assessment.) See Assessment Information Form (Appendix D). Please clarify if vendors are now required to submit separate applications for each assessment by subject area (e.g., reading and math). Or if vendors with prior approval by subject area can now consolidate applications for all subject areas for consistency across vendors.
• The Assessment Information form is used to ensure that readers with necessary expertise are assigned to each application. This may include content area expertise. Some assessments align with multiple content areas and may submit a single application. Using individual lines for each specific content area allows the Department to have the appropriate readers assigned. So, all content should be listed on the individual lines.
• Where a portfolio of individual assessments is presented as a package to cover multiple content areas, in a single application, it will be evaluated, although approvals must consider the reliability, etc. of each content/grade level individually or by grade band.
• ODE prefers to list approved assessments by individual content area to assist districts in locating assessments to meet their needs.
2. The Vendor Information form (Appendix C) requests vendors to "provide a link or contact information that districts may use to view cost and purchase information for this assessment." Please clarify if cost information should be included in our response on Appendix C or will cost information be requested after approval.
   - Appendix C asks for the links that will provide content to Districts. Detailed cost information is not evaluated by ODE, only that adequate information will be available to allow districts to make sound decisions.

3. In Appendix B, vendors are asked to choose a statement about the W-9 and State of Ohio Vendor Information Form, and we would like to confirm the appropriate method of response. If we are currently on the approved list, should we select "Current Provider"? And just to be clear, does this mean we do not need to provide a W-9 or State of Ohio Vendor Information Form?
   - Vendors who have not already done so should provide information to the State of Ohio using the Ohio Buys website.

4. As we went through the application, we wanted to clarify one additional section: in “Appendix C Vendor Information” under Organization Type, should we leave the second column blank for U.S. corporations that are outside Ohio?
   - Vendors outside Ohio should leave that column blank

5. In 4.2 Application Submission Method, you indicate that "Applicants may include links to online materials as a portion of the application and are responsible for ensuring that all links are current and live." Many of our resources (technical reports, test administration manuals, etc.) are available online. We would like to include links to these documents in our sequentially-numbered single document, which we believe will make the document easier for you and your team to use. We would then provide detailed references to these documents in the Vendor Submission Tool to direct your reviewers to the necessary details the Ohio DOE requires. Is this an acceptable approach?
   - Links to online materials may be provided in the sequentially numbered single document.
   - Vendors are responsible to ensure that all links are correct and “live.”
   - Be mindful that when providing a link to large documents, the vendor must still provide readers with specific guidance to finding the specific documentation required to support the criteria item. Failure to do so may delay approval.

6. What are the Continuation Forms that are due March 16th (listed on page 1)? We see the deadline in the RFQ, but not the forms or a discussion of where to find the forms. Can you clarify?
   - Continuation Forms have been sent to all vendors having currently approved assessments. The form is used to request continued inclusion on the Approved List of Assessment and to provide updated information where appropriate.
   - Any currently approved vendors who have not received the form via email to vendor contacts may request the form by emailing noel.nethers@education.ohio.gov.

7. The RFQ states that application materials must be submitted digitally via an SFTP site and that access will be given to vendors following our submission of Intent to Participate. I have
submitted the Notice of Intent and need to receive access to the SFTP site so that I can submit our application.

- ODE is working to provide access through the SFTP site to all vendors who submit an Intent to Participate. Vendors should expect to receive information during the week of March 21.