



## Nebraska Reading Improvement Act RFI Questions and Responses

- **Section D, questions 3 and 4. Could you provide more clarity as to the differences between the two questions? Would you please provide examples of statistics that are commonly reported for this question to make sure we answer it correctly?**

*D.3. Classification Accuracy studies provide evidence that classifications as to whether students are identified as having reading difficulties and need additional support are accurate enough to rely on them for decision making. Using an external criterion, the study determines the proportion of true, false, positive, and negative results. Indices frequently reported include AUC, Sensitivity, Specificity, Negative Predictive Power, Positive Predictive Power, and hit rate.*

*D.4 Classification Consistency studies ensure the measure assigns the same classification outcome to an individual across repeated administrations or similar measurement procedures/forms. The type of method used depends on the measurement model. Decision consistency indices are one example. Differences in these results across demographic groups are requested, if available.*

- **Is a 3rd-party alignment study required, and if so, may it be submitted after contract award or at a later date?**

*No, a 3<sup>rd</sup>-party alignment study is not required. All documentation will need to be submitted by the requested deadline, rather than at a later date.*
- **For Section E. 1. Is there a requirement for CSEMs?**

*Neither is required with other supportive evidence for the content and cut score precision of the test. If available, they are requested since they represent common practices in providing supportive evidence for test interpretation and use.*
- **Please clarify if vendors should submit responses based on their currently approved solution or if vendors may submit responses for a different screening solution.**

*Vendors should submit responses based on their currently approved solution.*
- **Will vendors be able to submit newer and/or revised solutions in the future? If so, does NDE have a timeline for submitting such approaches?**

*Once the approved screener assessments for the 2026-2027 school year are determined, vendors who are on the approved list will be asked to submit any updates of the approved assessments by December of each year to take effect during the following school year. This timeline coincides with the annual timeline that was established with the initial enactment of the Nebraska Reading Improvement Act. At this time we do not have a timeline to consider newer or additional solutions.*

- Will NDE please provide a two-week deadline extension to allow vendors more time to review the forthcoming questions and answers and develop responses?**  
*Unfortunately, our timeline does not allow for any extensions of the deadlines. We are working with a number of vendors and have been consistent in asking that all adhere to the established timeline, which was developed to allow sufficient time for this important work to occur.*
- If there are no expected changes to our assessment approved for 2025-2026, are we still required to complete the RFI documents provided?**  
*Yes, pursuant to the Nebraska Reading Improvement Act (Nebraska Revised Statute 792601 to 79-2607) by March 1<sup>st</sup> of each year, the Nebraska Department of Education makes public the list of reading assessments that have been approved for the following academic school year. The RFI documents requested are being reviewed for possible inclusion on the approved reading assessment list for the 2026-2027 school year.*
- When is the due date for the requested RFI Form?**  
*Wednesday, October 1, 2025 at 4:00 p.m. CDT is the deadline to be considered in the review process.*
- Will NDE consider approving two products from the same vendor on the approved list?**  
*Yes.*
- Treatment of MAP Growth Within the Suite. The RFI requests information at the instrument level. Since MAP Growth is part of the MAP Suite, should it be described as a standalone measure (comprehension, RIT-based benchmark) in addition to being part of the full suite?**

*Yes, please describe MAP Growth as a standalone measure. Evidence supporting the use of each instrument for identifying reading difficulties at each grade level will be reviewed. As a result, NDE may decide to approve some but not all individual instruments, forms, or subtests in an assessment package or suite.*

- **Would the Department like to see evidence for MAP Growth comprehension reporting specifically in Grades 3–5, or limit submissions to K–3?**  
*Please limit submissions to K-3.*
- **Evidence & Alignment.** The RFI references Nebraska 2021 College and Career Ready Standards. Is the expectation that vendors submit Nebraska-specific alignment studies, or is alignment to national standards (CCSS/NAEP frameworks) sufficient if clearly mapped?  
*If Nebraska-specific alignment studies are available, please submit as those are preferred. If Nebraska-specific alignment studies are not available, please submit alignment to national standards (CCSS/NAEP frameworks) as available.*
- **Dyslexia & Progress Monitoring.** Does the Department expect that all approved screeners include dyslexia risk indicators directly, or is it acceptable that dyslexia screening be supported through a combination of subtests and risk classification rules within the suite?  
*It is acceptable that dyslexia screening be supported either through the direct inclusion of dyslexia risk indicators, or through a combination of subtests and risk classification rules within the suite.*
- **Accessibility & Accommodations.** The RFI references ADA/Section 508 compliance. Would the Department like vendors to provide evidence of current accessibility compliance only, or also planned enhancements on the product roadmap?  
*Please provide evidence of current accessibility compliance only.*
- **For subtests inherently auditory (e.g., phonological awareness, oral fluency), does the Department accept that accommodations may be limited for certain student populations (e.g., students with hearing impairments)?**  
*Yes, the Department accepts that accommodations may be limited for certain student populations (e.g., students with hearing impairments). The Nebraska Reading Improvement Act includes provisions for any student receiving special education services for whom such assessment would conflict with the*

*individualized education plan, and any student receiving services under a plan pursuant to the requirements of section 504 of the federal Rehabilitation Act of 1973, 29 U.S.C. 794, or Title II of the federal Americans with Disabilities Act of 1990, 42 U.S.C. 12131 to 12165, as such acts and sections existed on January 1, 2021, for whom such assessment would conflict with such section 504 or Title II plan.*