

Texas Education Agency

Request for Information (RFI) Form

Prekindergarten Assessment Tool

* English and Spanish versions of a tool should be submitted separately for review.

In this section you will be asked to describe the general features of your tool.

Title of Instrument:

Brief summary of this tool (200 words max):

Publisher:

Languages:

English

Spanish

Other

Price per student:

Format (choose all that apply):

Paper and Pencil

Observation

Computer Adaptive Test

Survey

Online

Other

Please describe the training required for test administrators including estimated amount of time for training. (200 words max)

What age levels are appropriate for this tool?

How long does it take to administer each test (per student)?

How long does it take to score each test (per student)?

In this section you will be asked to describe the content areas your tool measures.

Are you submitting a unidimensional or multidimensional assessment?

Unidimensional

Multidimensional

Which of the following domains and concepts does your tool measure (check all that apply).

Social and Emotional Development

Self-Concept Skills

Self-Regulation Skills (Behavior Control)

Self-Regulation Skills (Emotional Control)

Self-Regulation Skills (Control of Attention)

Relationships with Others

Social Awareness Skills

Other

Language and Communication

Listening Comprehension Skills

Speaking (Conversation) Skills

Speech Production Skills

Vocabulary Skills

Sentences and Structure Skills

Other

Emergent Literacy – Reading

Motivation to Read Skills
Phonological Awareness Skills
Alphabet Knowledge Skills
Comprehension of Text Read Aloud Skills
Other

Emergent Literacy – Writing

Motivation to Write Skills
Conventions in Writing
Concepts about Print Skills
Other

Mathematics

Counting Skills
Adding To/Taking Away Skills
Geometry and Spatial Sense Skills
Measurement Skills
Classification and Patterns Skills
Other

If other domain(s), explain:

In this section you will be asked to describe how the tool is administered.

What is the test administration format?

One-on-one (one student at a time)
Group format (multiple students at one time)

Please provide a brief description of the administration, including who may administer the test (e.g., teachers, teaching assistants, etc.) and what is required of the student. (250 words max)

In this section you will be asked to describe how the tool is scored.

Describe the scoring of the instrument. (Please provide information about the type of scores [e.g., raw score, t score, percentile, performance category, etc.] as well as how each underlying concept, individual domain and the full assessment are scored [e.g., does each domain receive an individual score and is there a score for the entire assessment?]) (500 words max)

Name of supporting document(s) where this information is best represented and specific page range:

How is the tool scored (note: this refers to how scores are generated not how the tool is administered):

Manual – paper only.

Computer – for example, web-based entry of scores.

Computer automated – for example, test is administered on the computer and automatically scored.

Option for either of the previous.

In this section you will be asked to describe psychometric features of the tool. For each question below, please attach supporting documentation (such as a technical report, white paper, manuscript, etc). In your 500 word written description please refer to specific documents as well as page numbers to help expedite careful review. Submit any/all supporting documents.

Please provide evidence of the tool's ability to monitor PreK progress (for example, sensitivity to student improvement, end of year benchmarks, number of alternate forms and evidence of comparable difficulty, etc.)
(500 words max)

Name of supporting document(s) where this information is best represented and specific page range:

Please provide evidence of classification accuracy (the extent to which a tool is able to accurately classify students into “risk” categories). Specifically, please provide evidence about the external measures used as an outcome, children in the study used to evaluate classification accuracy, alignment with an RTI approach, cut-points, and/or sensitivity/specificity. (500 words max)

Name of supporting document(s) where this information is best represented and specific page range:

Describe the generalizability of the assessment (the extent to which results from one population can be applied to another population; please describe the size and diversity of the norming/validation sample). (500 words max)

Name of supporting document(s) where this information is best represented and specific page range:

Describe evidence of test-retest reliability. (500 words max)

Name of supporting document(s) where this information is best represented and specific page range:

Describe evidence of inter-rater reliability. (500 words max)

Name of supporting document(s) where this information is best represented and specific page range:

Describe evidence of internal consistency (coefficient alpha). (500 words max)

Name of supporting document(s) where this information is best represented and specific page range:

Please submit suitable psychometric data from the test development process (ex; factor analysis; IRT including but not limited to the standard error of measurement, and indices of item discrimination and difficulty). (500 words max)

Name of supporting document(s) where this information is best represented and specific page range:

Describe evidence of validity, or the extent to which the tool accurately measures what it is intended to measure. Please include evidence of content validity, construct validity, and predictive validity. (1500 words max)

Name of supporting document(s) where this information is best represented and specific page range:

In this section you will be asked to describe how the tool can be used for formative purposes/data-based individualization.

Does your tool offer the following features?

Decision rules for making changes to instruction.

Yes

No

Decision rules for increasing student performance goals.

Yes

No

Evidence that tool use results in improved student achievement.

Yes

No

Evidence that tool use results in improved teacher planning.

Yes

No

Please describe your responses. (500 words max)

Name of supporting document(s) where this information is best represented and specific page range:

In this section you will be asked to describe how scores and reports may be used by various interested parties (ex, if there are various “views” of results that can be accessed).

Does the tool allow for the following “views” of results? (check all that apply)

Individual student

Whole classroom

Whole school

Parent view

Please describe how scores can be disaggregated and reported separately for sub groups. (500 words max)

Are you also submitting a Kindergarten assessment tool?

No

Yes (what is the name tool?):