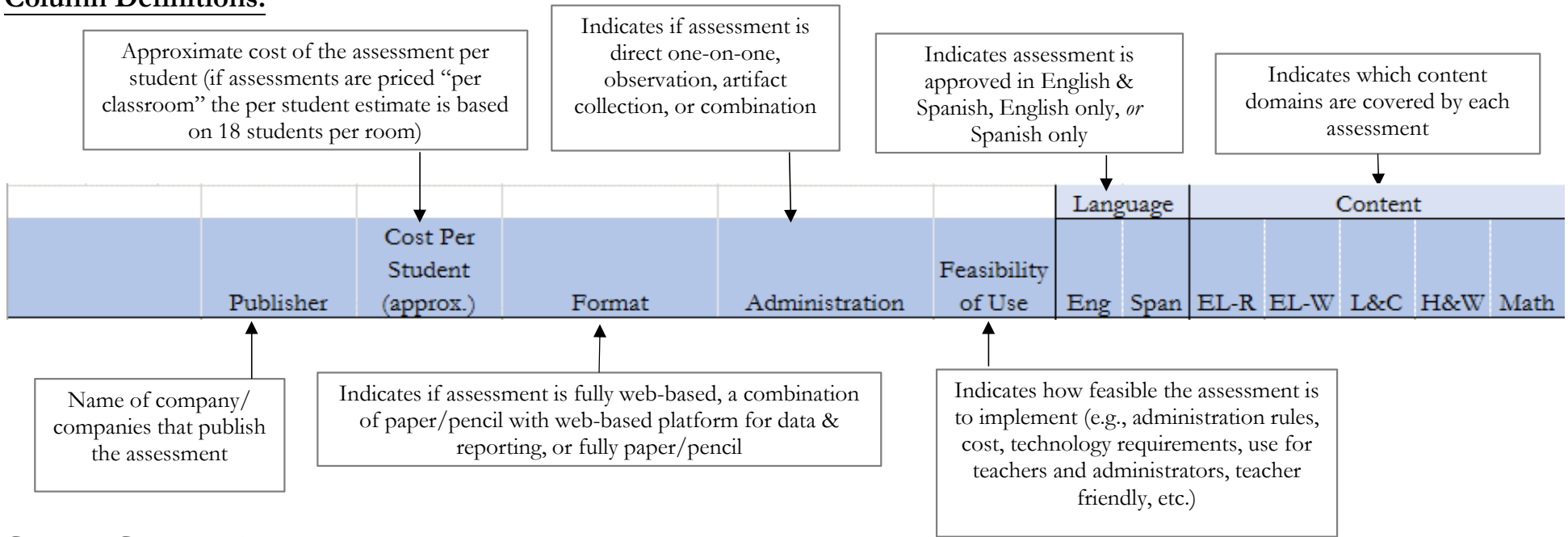# The Commissioner's List of Approved Prekindergarten Assessment Instruments

## Criteria to consider:

a. All public prekindergarten programs are strongly encouraged to adopt high quality prekindergarten requirements including measurement of each prekindergarten student's progress in meeting the recommended end of year outcomes identified in the Texas Prekindergarten Guidelines.

b. Whenever possible, skill levels of children who speak a language other than English should be assessed in both their home language and English.

c. Selected instrument(s) for use to meet the high quality prekindergarten requirements must measure the following domains: (1) emergent literacy-reading, (2) mathematics, (3) emergent literacy-writing, (4) language and communication, and (5) health and wellness development. This may include a single assessment covering all domains or a combination of assessments.

## Column Definitions:

Approximate cost of the assessment per student (if assessments are priced "per classroom" the per student estimate is based on 18 students per room)

Indicates if assessment is direct one-on-one, observation, artifact collection, or combination

Indicates assessment is approved in English & Spanish, English only, *or* Spanish only

Indicates which content domains are covered by each assessment

| Publisher | Cost Per Student (approx.) | Format | Administration | Feasibility of Use | Language | | Content | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Eng | Span | EL-R | EL-W | L&C | H&W | Math |

Name of company/ companies that publish the assessment

Indicates if assessment is fully web-based, a combination of paper/pencil with web-based platform for data & reporting, or fully paper/pencil

Indicates how feasible the assessment is to implement (e.g., administration rules, cost, technology requirements, use for teachers and administrators, teacher friendly, etc.)

## Content Coverage Key:

| Excellent | Very Good | Good | Fair | Minimal | Very Minimal | Does not Cover |
|---|---|---|---|---|---|---|

*Note*: The list is followed by detailed summary pages of each assessment on the list. These summaries provide additional information about strengths and limitations of each assessment related to content coverage, administrative features and psychometric features.

# The Commissioner's List of Approved Prekindergarten Assessment Instruments

When evaluating student progress and learning to guide instuction and remediation, it is recommended that educators assess multiple domains of development including reading, writing, math, health-wellness and language-communication.

| SPM Tool | Publisher | Cost Per Student (approx.) | Format | Administration | Feasibility of Use | Language | | Content | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Eng | Span | EL-R | EL-W | L&C | H&W | Math |
| **CIRCLE** | CLI | $0 for Texas public kindergarten | web-based | Direct & observation | high | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Liberty Source | $9.50 | web-based | | medium | | | | | | | |
| **DIAL-4** ± | Pearson | $13.80 | paper/pencil w/online platform | Direct & observation | medium | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **Ready, Set, K!** | E3 Alliance | $12.50 | paper/pencil w/online platform | Direct, observation & artifacts | medium | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **GOLD** | Teaching Strategies | $10.95 | paper/pencil w/online platform | Direct, observation & artifacts | medium | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **Frog Street Assessment** | Frog Street Press | $11.00 | web-based | Direct & observation | low | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| *Note: The assessment below this line assesses 5 domains of development, but does not assess in Spanish* | | | | | | | | | | | | |
| **LAP-3** | Kaplan Early Learning | $26 - $36 | paper/pencil w/online platform | Direct & observation | low | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| *Note: The assessments below this line assess 2 or fewer domains of development.* | | | | | | | | | | | | |
| **BASC-3 BESS**± | Pearson | $9.88 | paper/pencil w/online platform | Observation | high | ✓ | ✓* | | | | ✓ | |
| **ISIP - Early Reading** ± | Istation | $5.95 | web-based | Direct | medium | ✓ | | ✓ | | ✓ | | |

*Observation/survey only; parent report available in Spanish*

±*Developmentally aligned to an assessment on the Commissioner's List of Approved Kindergarten Assessment Instruments*

# Title of Assessment: CIRCLE Progress Monitoring

| Publisher: | CLI at UT-Health OR Liberty Source |
|---|---|
| Language: | English and Spanish |
| Price per student: | CLI: Free for Texas public prekindergarten |
| | Liberty Source: $9.50 |
| Administration Format: | web-based |

| Domain/Features | Score |
|---|---|
| **Emergent Literacy - Reading** | |
| PA: syllable segmenting | |
| PA: initial sounds | |
| Alphabet Knowledge: letter names | |
| Concepts of Print: distinguish print elements & direction | |
| Comprehension of text read aloud to students | |
| **Emergent Literacy - Writing** | |
| Writing conventions: first name | |
| Writing conventions: letters | |
| **Language and Communication** | |
| LC: follows single & multistep directions | |
| Speech production (intelligible speech) | |
| Vocabulary: Expressive vocabulary | |
| Vocabulary: Receptive vocabulary | |
| Vocabulary: Uses common phrases and academic language | |
| Speaks in complete sentences (regular complexity) | |
| **Health and Wellness** | |
| Gross motor and/or fine motor | |
| Self-care | |
| Self-awareness/self-regulation | |
| Relationship skills | |
| Communicate wishes, feelings, & needs | |
| Motivation & engagement | |
| **Mathematics** | |
| Numeral identification | |
| Verbal and tactile counting | |
| Adding and/or subtracting | |
| Geometry and spatial sense language | |
| Comparison | |

*Colors at right of each concept indicate the depth at which this assessment addresses that concept. Green=strong; yellow=moderate; red=none.*

## Feasibility of Use:

| | | |
|---|---|---|
| Teacher Friendly | ○○○ | *0=no evidence;* |
| Administrator Friendly | ○○○ | *1=minimal;* |
| Administration Format | ○○ | *2=moderate;* |
| Language | ●●● | *3=strong* |
| Student Friendly | ○○○ | |
| Cultural Relevance | ●●● | |

**Summary:** CIRCLE Progress Monitoring is a screening and progress monitoring tool developed by the Children's Learning Institute (CLI) at The University of Texas Health Science Center. C-PM is a standardized, criterion-referenced measure. The tool is a part of a larger package of pre-k improvement tools now provided statewide at no cost to districts through CLI's online platform, CLI Engage. Liberty Source is a CLI licensee to provide an electronically administered version of CIRCLE/C-PALLS+STEM via its Tango Software platform.

**Feasibility strengths:** utilizes web-based platform for administration and scoring; facilitates reliable and valid scoring; available in English and Spanish; engaging for students; developed specifically for Texas pre-k students; free for public pre-k in Texas; standardized administration and scoring

**Feasibility limitations:** requires computer/tablet and web access; applicable to pre-k only (not aligned through elementary); requires moderate time commitment from teachers and students

**Administration:** combination of timed direct assessment, untimed direct assessment, and observation checklists. Students respond to on-screen stimulus while teacher verbalizes prompts and records responses through technology-based administration

**Scoring:** raw scores, composite scores, category (proficient, not proficient)

**Age alignment:** 3 years 0 months through 4 years 11 months

**Psychometric strengths:** generalizable to a Texas population; clear decision making rules and end of year benchmarks; criterion/concurrent validity

**Psychometric limitations:** minimal predictive validity; requires moderate sophistication and familiarity with standardized assessment to achieve reliability

**Additional domains:** science, social studies

**Time requirement:** approximately 2.5 to 10 minutes per subtest

# Title of Assessment: Developmental Indicators for the Assessment of Learning, Fourth Edition (DIAL-4)

| | |
|---|---|
| Publisher: | NCS Pearson, Inc. |
| Language: | English and Spanish |
| Price per student: | $13.80 ($690 kit for 50 students) |
| Administration Format: | Paper/pencil with online platform |

| Domain/Features | Score |
|---|---|
| **Emergent Literacy - Reading** | |
| PA: syllable segmenting | 🟧 |
| PA: initial sounds | 🟩 |
| Alphabet Knowledge: letter names | 🟩 |
| Concepts of Print: distinguish print elements & direction | 🟨 |
| Comprehension of text read aloud to students | 🟨 |
| **Emergent Literacy - Writing** | |
| Writing conventions: first name | 🟩 |
| Writing conventions: letters | 🟩 |
| **Language and Communication** | |
| LC: follows single & multistep directions | 🟩 |
| Speech production (intelligible speech) | 🟩 |
| Vocabulary: Expressive vocabulary | 🟩 |
| Vocabulary: Receptive vocabulary | 🟩 |
| Vocabulary: Uses common phrases and academic language | 🟩 |
| Speaks in complete sentences (regular complexity) | 🟨 |
| **Health and Wellness** | |
| Gross motor and/or fine motor | 🟩 |
| Self-care | 🟩 |
| Self-awareness/self-regulation | 🟩 |
| Relationship skills | 🟨 |
| Communicate wishes, feelings, & needs | 🟧 |
| Motivation & engagement | 🟨 |
| **Mathematics** | |
| Numeral identification | 🟩 |
| Verbal and tactile counting | 🟩 |
| Adding and/or subtracting | 🟥 |
| Geometry and spatial sense language | 🟨 |
| Comparison | 🟩 |

*Colors at right of each concept indicate the depth at which this assessment addresses that concept. Green=strong; yellow=moderate; red=none.*

## Feasibility of Use:

| Feature | Rating |
|---|---|
| Teacher Friendly | 1 (orange) |
| Administrator Friendly | 1 (orange) |
| Administration Format | 1 (orange) |
| Language | 2 (yellow) |
| Student Friendly | 3 (green) |
| Cultural Relevance | 1 (yellow) |

*0=no evidence; 1=minimal; 2=moderate; 3=strong*

**Summary:** DIAL-4 addresses foundational concepts for early academic success, including pre-literacy and numeracy skills, as groundwork for later skills.

**Feasibility strengths:** administration is highly standardized with clear instructions; norm and scaled scores allow for aggregation of scores across schools and districts; student friendly (engaging and clear instructions for tasks)

**Feasibility limitations:** moderate time and technology requirements (if using the online scoring platform); relatively high price; requires moderate time commitment for teachers and students

**Administration:** individually administered; activities may be organized in "stations" to support quickly assessing large numbers of children; administered by presenting stimuli to the child one stimulus at a time using a dial, manipulatives, and other materials; teacher and parent questionnaires about the child's Self-Help Development and Social-Emotional Development

**Scoring:** raw, scaled, norm-referenced, performance category

**Age alignment:** 2 years 6 months through 5 years 11 months

**Psychometric strengths:** generalizable to a Texas population; moderate decision making features; strong test-retest and inter-rater reliability

**Psychometric limitations:** minimal progress monitoring utility - best used for once per year screening but may monitor progress over multiple years; minimal predictive validity

**Additional domains:** concepts - colors

**Time requirement:** 30 minutes (20 minutes for SPEED DIAL version)

# Title of Assessment: Ready, Set, K!

| | |
|---|---|
| Publisher: | E3 Alliance |
| Language: | English and Spanish |
| Price per student: | $12.50 |
| Administration Format: | Paper/pencil with online platform |

| Domain/Features | Score |
|---|---|
| ***Emergent Literacy - Reading*** | |
| PA: syllable segmenting | 🟩 |
| PA: initial sounds | 🟩 |
| Alphabet Knowledge: letter names | 🟩 |
| Concepts of Print: distinguish print elements & direction | 🟥 |
| Comprehension of text read aloud to students | 🟩 |
| ***Emergent Literacy - Writing*** | |
| Writing conventions: first name | 🟩 |
| Writing conventions: letters | 🟩 |
| ***Language and Communication*** | |
| LC: follows single & multistep directions | 🟩 |
| Speech production (intelligible speech) | 🟩 |
| Vocabulary: Expressive vocabulary | 🟨 |
| Vocabulary: Receptive vocabulary | 🟨 |
| Vocabulary: Uses common phrases and academic language | 🟩 |
| Speaks in complete sentences (regular complexity) | 🟩 |
| ***Health and Wellness*** | |
| Gross motor and/or fine motor | 🟩 |
| Self-care | 🟩 |
| Self-awareness/self-regulation | 🟩 |
| Relationship skills | 🟩 |
| Communicate wishes, feelings, & needs | 🟩 |
| Motivation & engagement | 🟨 |
| ***Mathematics*** | |
| Numeral identification | 🟩 |
| Verbal and tactile counting | 🟩 |
| Adding and/or subtracting | 🟥 |
| Geometry and spatial sense language | 🟩 |
| Comparison | 🟥 |

*Colors at right of each concept indicate the depth at which this assessment addresses that concept. Green=strong; yellow=moderate; red=none.*

## Feasibility of Use:

| | |
|---|---|
| Teacher Friendly | ●○○ |
| Administrator Friendly | ●○○ |
| Administration Format | ●○○ |
| Language | ○○○ |
| Student Friendly | ○○○ |
| Cultural Relevance | ○○○ |

*0=no evidence; 1=minimal; 2=moderate; 3=strong*

**Summary:** Ready, Set, K! is a multi-dimensional Pre-K monitoring tool using multimodal, longitudinal authentic assessment to promote an environment with a continuous cycle of teaching, assessment, evaluation, and response to intervention.

**Feasibility strengths:** may serve as a comprehensive guide for planning instruction; materials easy to understand and follow for English and Spanish learners; student friendly and culturally relevant for most learners; flexibility in administration

**Feasibility limitations:** requires teachers to prepare materials (cutting and laminating); cost; provides only category scores; moderate training requirement

**Administration:** The child is watched in an authentic context across each nine weeks of school, work samples are planned and gathered and teachers do targeted brief one on one assessment with children at four nine week periods evenly spaced throughout the school year.

**Scoring:** performance category score only (Focus, Get Ready, Set, Go)

**Age alignment:** prekindergarten (4 years old) through first 9 weeks of kindergarten

**Psychometric strengths:** strong internal consistency; moderate predictive validity; generalizable to a Texas population; sensitive to student improvement

**Psychometric limitations:** minimal evidence that use of results lead to improvements in educational decision making and/or planning

**Additional domains:** science

**Time requirement:** 15 minutes per student each 9 weeks

# Title of Assessment: **GOLD**

| | |
|---|---|
| Publisher: | Teaching Strategies, LLC. |
| Language: | English and Spanish |
| Price per student: | $10.95 |
| Administration Format: | Paper/pencil with online platform |

| Domain/Features | Score |
|---|---|
| **Emergent Literacy - Reading** | |
| PA: syllable segmenting | |
| PA: initial sounds | |
| Alphabet Knowledge: letter names | |
| Concepts of Print: distinguish print elements & direction | |
| Comprehension of text read aloud to students | |
| **Emergent Literacy - Writing** | |
| Writing conventions: first name | |
| Writing conventions: letters | |
| **Language and Communication** | |
| LC: follows single & multistep directions | |
| Speech production (intelligible speech) | |
| Vocabulary: Expressive vocabulary | |
| Vocabulary: Receptive vocabulary | |
| Vocabulary: Uses common phrases and academic language | |
| Speaks in complete sentences (regular complexity) | |
| **Health and Wellness** | |
| Gross motor and/or fine motor | |
| Self-care | |
| Self-awareness/self-regulation | |
| Relationship skills | |
| Communicate wishes, feelings, & needs | |
| Motivation & engagement | |
| **Mathematics** | |
| Numeral identification | |
| Verbal and tactile counting | |
| Adding and/or subtracting | |
| Geometry and spatial sense language | |
| Comparison | |

*Colors at right of each concept indicate the depth at which this assessment addresses that concept. Green=strong; yellow=moderate; red=none.*

## Feasibility of Use:

| | Rating |
|---|---|
| Teacher Friendly | ●●○ |
| Administrator Friendly | ●○○ |
| Administration Format | ●○○ |
| Language | ●○○ |
| Student Friendly | ●●● |
| Cultural Relevance | ●●○ |

*0=no evidence; 1=minimal; 2=moderate; 3=strong*

**Summary:** GOLD® is an instrument for both formative and summative assessment. It blends ongoing, authentic observational assessment with direct performance assessment tasks for selected items.

**Feasibility strengths:** online platform allows for quick scoring and data sharing; allows for progress monitoring across multiple years; scores easily aggregated and shared; no additional activity required from students

**Feasibility limitations:** requires significant time to administer; requires moderate training to achieve standardized and reliable administration; Spanish version available but minimal evidence provided

**Administration:** At checkpoint times, which typically occur at three to four times during the program year, teachers formally evaluate each child's knowledge, skills, and behaviors to document a child's developmental status at a specified point in time.

**Scoring:** raw, scaled, norm-referenced, category

**Age alignment:** birth through the end of 3rd grade

**Psychometric strengths:** strong reliability (inter-rater and internal consistency); generalizable to a Texas population; improvement rates and end-of-year benchmarks clearly specified

**Psychometric limitations:** minimal validity evidence provided; minimal evidence that use of results lead to improvements in educational decision making and/or planning

**Additional domains:** physical (traveling, balancing); cognitive (positive approaches to learning, connects experiences, uses symbols)

**Time requirement:** Approximately 17-27 minutes per child, per checkpoint

# Title of Assessment: Frog Street Assessment

| Publisher: | Frog Street Press |
|---|---|
| Language: | English and Spanish |
| Price per student: | $11.00 |
| Administration Format: | web-based |

| Domain/Features | Score |
|---|---|
| **Emergent Literacy - Reading** | |
| PA: syllable segmenting | 🟩 (green) |
| PA: initial sounds | 🟩 (light green) |
| Alphabet Knowledge: letter names | 🟩 (green) |
| Concepts of Print: distinguish print elements & direction | 🟥 (red) |
| Comprehension of text read aloud to students | 🟩 (light green) |
| **Emergent Literacy - Writing** | |
| Writing conventions: first name | 🟩 (green) |
| Writing conventions: letters | 🟨 (yellow-green) |
| **Language and Communication** | |
| LC: follows single & multistep directions | 🟩 (green) |
| Speech production (intelligible speech) | 🟨 (yellow-green) |
| Vocabulary: Expressive vocabulary | 🟩 (light green) |
| Vocabulary: Receptive vocabulary | 🟧 (orange) |
| Vocabulary: Uses common phrases and academic language | 🟧 (orange) |
| Speaks in complete sentences (regular complexity) | 🟧 (orange) |
| **Health and Wellness** | |
| Gross motor and/or fine motor | 🟩 (light green) |
| Self-care | 🟧 (orange) |
| Self-awareness/self-regulation | 🟩 (light green) |
| Relationship skills | 🟩 (light green) |
| Communicate wishes, feelings, & needs | 🟨 (yellow-green) |
| Motivation & engagement | 🟩 (light green) |
| **Mathematics** | |
| Numeral identification | 🟩 (green) |
| Verbal and tactile counting | 🟩 (green) |
| Adding and/or subtracting | 🟩 (light green) |
| Geometry and spatial sense language | 🟩 (green) |
| Comparison | 🟩 (light green) |

*Colors at right of each concept indicate the depth at which this assessment addresses that concept. Green=strong; yellow=moderate; red=none.*

## Feasibility of Use:

| | Score |
|---|---|
| Teacher Friendly | ●○○ |
| Administrator Friendly | ●○○ |
| Administration Format | ○○○ |
| Language | ●○○ |
| Student Friendly | ●●○ |
| Cultural Relevance | ●○○ |

*0=no evidence; 1=minimal; 2=moderate; 3=strong*

**Summary:** Frog Street Assessment is an on-line, criterion referenced tool that measures preschoolers' attainment of 32 indicators of prekindergarten knowledge and skills within 10 developmental domains. These domains are aligned to the revised 2015 Texas Prekindergarten Guidelines.

**Feasibility strengths:** user-friendly web-based scoring and reporting platform; student-friendly; strong content coverage aligned to 2015 Texas Prekindergarten Guidelines

**Feasibility limitations:** relies heavily on technology; scoring potentially confusing and/or misleading; does not provide composite scoring; designed to accompany a curriculum

**Administration:** The assessment is administered by the teacher or teaching assistant in a one-on-one format. The child is positioned in front of the computer or device as the teacher reads the prompts, which are scripted on the screen at the point of use. Some of the tests are observational only.

**Scoring:** raw (including percent correct) and category

**Age alignment:** 4 and 5 year olds in prekindergarten

**Psychometric strengths:** moderate internal consistency evidence; generalizable to a Texas population

**Psychometric limitations:** minimal criterion validity evidence provided; unclear how well assessment predicts later performance; no evidence of slope reliability or validity, decision rules or other information relevant to progress monitoring provided

**Additional domains:** none

**Time requirement:** 2 minutes per subtest

# Title of Assessment: Learning Accomplishment Profile-3 (LAP-3)

| | |
|---|---|
| Publisher: | Kaplan Early Learning Company |
| Language: | English |
| Price per student: | $26-36 |
| Administration Format: | Paper/pencil with online platform |

| Domain/Features | Score |
|---|---|
| **Emergent Literacy - Reading** | |
| PA: syllable segmenting | 🟥 |
| PA: initial sounds | 🟧 |
| Alphabet Knowledge: letter names | 🟨 |
| Concepts of Print: distinguish print elements & direction | 🟩 |
| Comprehension of text read aloud to students | 🟨 |
| **Emergent Literacy - Writing** | |
| Writing conventions: first name | 🟩 |
| Writing conventions: letters | 🟩 |
| **Language and Communication** | |
| LC: follows single & multistep directions | 🟨 |
| Speech production (intelligible speech) | 🟩 |
| Vocabulary: Expressive vocabulary | 🟩 |
| Vocabulary: Receptive vocabulary | 🟩 |
| Vocabulary: Uses common phrases and academic language | 🟨 |
| Speaks in complete sentences (regular complexity) | 🟧 |
| **Health and Wellness** | |
| Gross motor and/or fine motor | 🟩 |
| Self-care | 🟩 |
| Self-awareness/self-regulation | 🟩 |
| Relationship skills | 🟩 |
| Communicate wishes, feelings, & needs | 🟨 |
| Motivation & engagement | 🟧 |
| **Mathematics** | |
| Numeral identification | 🟩 |
| Verbal and tactile counting | 🟩 |
| Adding and/or subtracting | 🟩 |
| Geometry and spatial sense language | 🟩 |
| Comparison | 🟩 |

*Colors at right of each concept indicate the depth at which this assessment addresses that concept. Green=strong; yellow=moderate; red=none.*

## Feasibility of Use:

| | |
|---|---|
| Teacher Friendly | ●○○ |
| Administrator Friendly | ●○○ |
| Administration Format | ●○○ |
| Language | ○○○ |
| Student Friendly | ○○○ |
| Cultural Relevance | ○○○ |

*0=no evidence; 1=minimal; 2=moderate; 3=strong*

**Summary:** The Learning Accomplishment Profile-Third Edition (LAP-3) is a criterion-referenced assessment that provides a systematic method for observing the development of children functioning in the 36-72 month age range. The LAP-3 is to assist teachers, clinicians, and parents in assessing individual skill development in seven domains of development.

**Feasibility strengths:** user-friendly web-based scoring and reporting platform for teachers and administrators; student-friendly; utilizes direct one-on-one assessment; scores easily shared and aggregated

**Feasibility limitations:** cost; time to administer; heavy use of materials; no Spanish version; moderate training and implementation requirement

**Administration:** trained teachers or other professionals provide tasks or situations typical of young children's development that would interest the child and stimulate an observable response; scores entered into scoring platform and reports are generated

**Scoring:** raw scores, age equivalency, category

**Age alignment:** 3 years 0 months through 5 years 11 months

**Psychometric strengths:** strong reliability evidence (test-retest, inter-rater and internal consistency); end-of-year benchmarks specified; moderate criterion validity

**Psychometric limitations:** unclear how well assessment predicts later performance; minimal evidence of slope reliability or validity, decision rules or other information relevant to progress monitoring provided

**Additional domains:** cognitive, self-help

**Time requirement:** 1 and 1/2 hours

# Title of Assessment: Behavioral and Emotional Screening System (BASC-3 BESS)

| | |
|---|---|
| Publisher: | NCS Pearson, Inc. |
| Language: | English and Spanish (parent form) |
| Price per student: | $9.88 |
| Administration Format: | Paper/pencil with online platform |

| Domain/Features | Score |
|---|---|
| **Emergent Literacy - Reading** | |
| PA: syllable segmenting | 🟥 |
| PA: initial sounds | 🟥 |
| Alphabet Knowledge: letter names | 🟥 |
| Concepts of Print: distinguish print elements & direction | 🟥 |
| Comprehension of text read aloud to students | 🟥 |
| **Emergent Literacy - Writing** | |
| Writing conventions: first name | 🟥 |
| Writing conventions: letters | 🟥 |
| **Language and Communication** | |
| LC: follows single & multistep directions | 🟥 |
| Speech production (intelligible speech) | 🟥 |
| Vocabulary: Expressive vocabulary | 🟥 |
| Vocabulary: Receptive vocabulary | 🟥 |
| Vocabulary: Uses common phrases and academic language | 🟥 |
| Speaks in complete sentences (regular complexity) | 🟥 |
| **Health and Wellness** | |
| Gross motor and/or fine motor | 🟥 |
| Self-care | 🟧 |
| Self-awareness/self-regulation | 🟨 |
| Relationship skills | 🟩 |
| Communicate wishes, feelings, & needs | 🟨 |
| Motivation & engagement | 🟨 |
| **Mathematics** | |
| Numeral identification | 🟥 |
| Verbal and tactile counting | 🟥 |
| Adding and/or subtracting | 🟥 |
| Geometry and spatial sense language | 🟥 |
| Comparison | 🟥 |

*Colors at right of each concept indicate the depth at which this assessment addresses that concept. Green=strong; yellow=moderate; red=none.*

## Feasibility of Use:

| | |
|---|---|
| Teacher Friendly | ◐◐○ |
| Administrator Friendly | ◐◐○ |
| Administration Format | ◐◐○ |
| Language | ●●● |
| Student Friendly | ●●● |
| Cultural Relevance | ◐◐○ |

*0=no evidence; 1=minimal; 2=moderate; 3=strong*

**Summary:** BASC-3 Behavioral and Emotional Screening System (BASC-3 BESS) is a brief, universal screening system for measuring behavioral and emotional strengths and weaknesses in children and adolescents. This screening system consists of brief forms that can be completed by teachers, parents, or students.

**Feasibility strengths:** no assessment-specific activity from student; user-friendly web-based scoring and reporting platform; Spanish version available for parents and older students; scores easily shared and aggregated; minimal time requirement; aligned ages 3 through 18

**Feasibility limitations:** unidimensional (health and wellness only); not designed to continuously monitor progress within early elementary years

**Administration:** Each parent and teacher form contains between 25 and 30 items and can be completed in approximately 5-10 minutes

**Scoring**: raw scores, norm-referenced

**Age alignment:** 3 years 0 months through 18 years 11 months

**Psychometric strengths:** strong reliability evidence (test-retest, inter-rater and internal consistency); strong criterion validity; moderate classification accuracy and decision making rules; generalizable to a Texas population

**Psychometric limitations:** unclear how well assessment predicts later performance; minimal evidence of slope reliability or validity, decision rules or other information relevant to progress monitoring provided

**Additional domains:** none

**Time requirement:** 5-10 minutes per form (one per student)

# Title of Assessment:   Istation's Indicators of Progress - Early Reading (ISIP-ER)

| | |
|---|---|
| Publisher: | Istation |
| Language: | English |
| Price per student: | $5.95 |
| Administration Format: | web-based |

| Domain/Features | Score |
|---|---|
| **Emergent Literacy - Reading** | |
| PA: syllable segmenting | 🟥 |
| PA: initial sounds | 🟩 (light) |
| Alphabet Knowledge: letter names | 🟩 |
| Concepts of Print: distinguish print elements & direction | 🟥 |
| Comprehension of text read aloud to students | 🟩 |
| **Emergent Literacy - Writing** | |
| Writing conventions: first name | 🟥 |
| Writing conventions: letters | 🟥 |
| **Language and Communication** | |
| LC: follows single & multistep directions | 🟥 |
| Speech production (intelligible speech) | 🟥 |
| Vocabulary: Expressive vocabulary | 🟥 |
| Vocabulary: Receptive vocabulary | 🟩 |
| Vocabulary: Uses common phrases and academic language | 🟥 |
| Speaks in complete sentences (regular complexity) | 🟥 |
| **Health and Wellness** | |
| Gross motor and/or fine motor | 🟥 |
| Self-care | 🟥 |
| Self-awareness/self-regulation | 🟥 |
| Relationship skills | 🟥 |
| Communicate wishes, feelings, & needs | 🟥 |
| Motivation & engagement | 🟥 |
| **Mathematics** | |
| Numeral identification | 🟥 |
| Verbal and tactile counting | 🟥 |
| Adding and/or subtracting | 🟥 |
| Geometry and spatial sense language | 🟥 |
| Comparison | 🟥 |

*Colors at right of each concept indicate the depth at which this assessment addresses that concept. Green=strong; yellow=moderate; red=none.*

## Feasibility of Use:

| | |
|---|---|
| Teacher Friendly | ●●○ (yellow, yellow, open) |
| Administrator Friendly | ●●○ (yellow, yellow, open) |
| Administration Format | ●○○ (orange, open, open) |
| Language | ○○○ |
| Student Friendly | ●●○ (yellow, yellow, open) |
| Cultural Relevance | ●●● (green, green, green) |

*0=no evidence; 1=minimal; 2=moderate; 3=strong*

**Summary:** ISIP™, Istation's Indicators of Progress, Early Reading (ISIP Early Reading) is a web-delivered Computer Adaptive Testing (CAT) system that provides Continuous Progress Monitoring (CPM) by frequently assessing and reporting student ability in domains of reading throughout the academic years.

**Feasibility strengths:** whole classrooms may be assessed simultaneously (close monitoring strongly encouraged to obtain reliability of scores); user-friendly web-based scoring and reporting platform; scores easily shared and aggregated; student friendly

**Feasibility limitations:** unidimensional (early literacy and vocabulary only); requires robust technology hardware (computers, Wi-Fi, headphones); cost; moderate training required for full implementation

**Administration:** Students complete assessment alone on computers or tablets through individual student accounts; web-delivered direct one-on-one assessment

**Scoring:**  scaled score, norm-referenced, category

**Age alignment:** 4 years 0 months through 10 years 11 months

**Psychometric strengths:** moderate reliability evidence (test-retest and internal consistency); moderate concurrent (criterion) validity; generalizable to a Texas population; strong evidence of progress monitoring features including improvement rates and end of year benchmarks

**Psychometric limitations:** unclear how well assessment predicts later performance; minimal evidence of decision making rules; minimal evidence use results in improved student performance

**Additional domains:** none

**Time requirement:** approximately 30 minutes