



# Request for Literacy and Numeracy Instruments (RFLNI)

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# Change Log

A change log is included below to track revisions.

Date	Action	Page(s) Impacted	Summary of Action
3/6/28	Growth and Improvement subsection added	12	Added subsection Growth and Improvement under Psychometric requirements to align with rubric and RFLNI Response Form

# Section 1. Purpose, Background, Scope of Work, and Timeline

## 1.1 Purpose

The Texas Education Agency (TEA) is seeking qualified publishers and local educational agencies to submit literacy and numeracy instruments for review as part of the commissioner’s approval process authorized under Texas Education Code (TEC), §28.006 and §28.0063. Instruments that are reviewed and ultimately placed on the **Commissioner’s List of Approved Kindergarten Reading Readiness Instruments** or the **Commissioner’s List of Approved K–3 Foundational Literacy and Numeracy Instruments** will be eligible for statewide use beginning in the 2027–28 school year.

Approved kindergarten reading readiness instruments, as required by TEC §28.006(f), will be made available to school districts and open-enrollment charter schools (local school systems) at no cost, while foundational literacy and numeracy instruments approved under TEC §28.0063 will be made available at a price negotiated by TEA. Instruments selected through this process may remain on the commissioner’s lists for up to four school years, contingent upon continued compliance with statutory and agency requirements. Because statutory and agency requirements may evolve over time, changes to assessment specifications or program criteria may necessitate updates that, if not implemented by a vendor, could result in removal from the approved list.

**Requirements for Continued Inclusion on the Commissioner’s List:** All approved vendors must comply with all requirements outlined in the RFLNI, including but not limited to technical support, data sharing and reporting expectations, interoperability with state data systems, and compliance with applicable state statutes, administrative rules, and suitability and quality criteria established by TEA, as applicable. **Failure to maintain compliance may result in removal of the instrument from the Commissioner’s List of Approved Instruments.**

For this request, TEA is soliciting submissions in the following instrument categories for kindergarten through grade 3 that will be administered following the schedule in Table 1. Administration of Required K–3 Instruments:

### Kindergarten (K) Reading Readiness Instruments

- Instruments designed to measure foundational literacy skills in reading development and comprehension at the beginning of kindergarten. Only one primary instrument and two alternate instruments for kindergarten reading readiness will be selected. As a result, submissions in this category will be evaluated through a competitive application process, and only a limited number of instruments may be selected.

### K–3 Foundational Literacy Instruments

- Instruments designed to measure foundational literacy skills in reading development and comprehension in kindergarten through grade 3 in alignment with the Texas Essential Knowledge and Skills (TEKS). There is no cap on the number of instruments that may be approved.

### K–3 Foundational Numeracy Instruments

- Instruments designed to measure foundational numeracy skills in mathematics in kindergarten through grade 3 in alignment with the TEKS. There is no cap on the number of instruments that may be approved.

For the TEKS and enrollment counts for each grade band included in this RFLNI, see [Appendix B](#).

**Table 1. Administration of Required K–3 Instruments**

	<b>BOY (Beginning of Year)</b>	<b>MOY (Middle of Year)</b>	<b>EOY (End of Year)</b>
<b>Kindergarten</b>	Kindergarten Reading Readiness Instrument	Foundational Literacy Instrument Foundational Numeracy Instrument	Foundational Literacy Instrument Foundational Numeracy Instrument
<b>Grade 1</b>	Foundational Literacy Instrument Foundational Numeracy Instrument	Foundational Literacy Instrument Foundational Numeracy Instrument	Foundational Literacy Instrument Foundational Numeracy Instrument
<b>Grade 2</b>	Foundational Literacy Instrument Foundational Numeracy Instrument	Foundational Literacy Instrument Foundational Numeracy Instrument	Foundational Literacy Instrument Foundational Numeracy Instrument
<b>Grade 3</b>	Foundational Literacy Instrument Foundational Numeracy Instrument	Foundational Literacy Instrument Foundational Numeracy Instrument	State Summative Academic Achievement Assessment <i>*currently STAAR, but transitioning to the Student Success Tool (SST) beginning 2027–28</i>

## 1.2 Background Information and Scope of Work

### Legislative and Solicitation Authority

The 89th Texas Legislature passed House Bill (HB) 2, which amended the TEC, Chapter 28, to revise §28.006 and create §28.0063. HB 2 established an updated statutory framework for foundational literacy and numeracy by narrowing the scope of TEC, §28.006 to focus solely on kindergarten reading readiness and by introducing TEC, §28.0063 to govern foundational literacy and numeracy assessment requirements for kindergarten through grade 3.

Both TEC, §28.006 and §28.0063 require the commissioner of education to establish lists of commissioner-approved instruments available for local school system use to meet the requirements outlined in statute.

**Kindergarten Reading Readiness Instruments:** Under [TEC, §28.006](#), the commissioner is authorized to approve only one primary kindergarten reading readiness instrument and two alternate instruments. This statutory limit establishes a competitive approval process for submissions in this category. In addition, kindergarten reading readiness instruments designated as commissioner-approved must be made available to local school systems at no cost, as required by TEC, §28.006(f).

**K–3 Foundational Literacy and Numeracy Instruments:** [TEC, §28.0063](#) authorizes the commissioner to adopt a list of approved K–3 foundational literacy and numeracy instruments. Statute requires that the list include multiple reading and mathematics instruments, and there is no cap on the total number of instruments that may be approved for statewide use. Instruments approved under TEC, §28.0063 must be made available at a price negotiated by the agency, as required by TEC, §28.0063(i), and local school systems may use state and local funds to purchase any instrument placed on the Commissioner’s List of Approved K–3 Foundational Literacy and Numeracy Instruments.

**Use of Student Data from K–3 Foundational Literacy Instruments for Early Literacy Intervention Requirements:** [TEC, §28.0064](#) requires local school systems to provide early literacy intervention for any K–3 student who does

not achieve satisfactory performance on two consecutive administrations of a commissioner-approved foundational literacy instrument. Interventions must be delivered using a commissioner-approved early literacy intervention program, and early literacy intervention supports trigger associated funding mechanisms, including First to Third Supplementary Support grants, the Incentive for Additional Instructional Days for Reading Intervention, and the Early Literacy Intervention Allotment.

## Categories for Submission

To ensure clarity and consistency in the review process, instruments submitted under this RFLNI fall into the following categories. Applicants must identify the category or categories that their submission addresses.

- **Kindergarten Reading Readiness Instruments** are instruments that are based on scientific research and are designed to measure foundational literacy skills in reading comprehension and development at the beginning of kindergarten. Only one primary instrument and two alternate instruments for kindergarten reading readiness will be selected. As a result, submissions in this category will be evaluated through a competitive application process, and only a limited number of instruments may be selected.
- **K–3 Foundational Literacy Instruments** are instruments that are based on scientific research and are designed to measure foundational literacy skills, aligned with the TEKS, in reading development and comprehension. These instruments must be capable of being administered at the beginning, middle, and end of the year, support progress monitoring that identifies specified skills in need of targeted instruction, include required dyslexia screening elements for kindergarten and grade 1 set forth by the [Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders, 2024 Update](#), and generate clear, parent-friendly reports of a student’s reading progress between administrations. Instruments must also indicate whether a student is at risk of not meeting grade-level expectations on the end-of-year grade 3 reading language arts state assessment. There is no cap on the number of instruments that may be approved, allowing for multiple instruments to be included on the commissioner’s list.
- **K–3 Foundational Numeracy Instruments** are instruments that are based on scientific research and are designed to measure foundational numeracy skills in mathematics that are aligned with the TEKS. These instruments must be capable of being administered at the beginning, middle, and end of the year, support progress monitoring that identifies specified skills in need of targeted instruction and indicate whether a student is at risk of not meeting grade-level expectations on the end-of-year grade 3 mathematics state assessment. There is no cap on the number of instruments that may be approved, allowing for multiple instruments to be included on the commissioner’s list.

## Solicitation and Approval Process

The solicitation process for literacy and numeracy instruments is designed to ensure that all Texas students have access to high-quality, research-based assessments that accurately measure K–3 reading and mathematics development. This process emphasizes transparency, rigor, and consistency and includes multiple stages of technical, academic, and implementation review. The process is divided into seven (7) distinct phases:

1. **Application:** Applicants submit required materials to participate in the review process, including basic instrument information, assurances, psychometric evidence, and all documentation necessary to confirm initial eligibility. Submissions must identify the applicable instrument category and provide complete access to all components of the instrument for review.
2. **Preliminary Review by TEA:** TEA conducts an initial evaluation of submitted instruments to verify completeness, statutory compliance, and readiness for further review.

3. **Instrument Academic Review by Institute of Higher Education:** Instruments that pass the preliminary review advance to an in-depth academic review conducted by a qualified institute of higher education. Reviewers evaluate each instrument for developmental appropriateness, alignment to TEA and statutory expectations and requirements, quality of assessment content, psychometric rigor, and scoring and reporting structures. During this stage, reviewers may request clarification, supplemental documentation, or additional technical materials. Reviewers submit findings and technical recommendations to TEA.
4. **Comparability Study of Instruments:** An institute of higher education conducts a comparability study to evaluate how instruments perform relative to one another across key technical, content, and reporting dimensions. This phase ensures that instruments on the commissioner’s lists are high-quality, appropriately calibrated, meet the comparability requirements set forth by TEC, §28.006(c-3) and §28.0063(e), and capable of producing consistent, actionable data for Texas educators and families.
5. **Preliminary Notification of Selection:** Based on findings from the academic review and comparability study, TEA issues preliminary notifications to applicants indicating whether their instruments are being considered for inclusion on the commissioner’s lists. Price negotiations take place for those preliminary selected for inclusion on the Commissioner’s List of Approved K–3 Foundational Literacy and Numeracy Instruments.
6. **Pilot Year to Ensure Data Reporting and Ed-Fi Capabilities:** Instruments that receive preliminary selection proceed to a pilot implementation year. During the pilot, TEA verifies the instrument’s interoperability with Texas data standards, including the successful submission of required data elements through Ed-Fi. Applicants must demonstrate accurate reporting, system stability, scalability, and fidelity to statutory requirements. TEA may require adjustments or corrections to address issues observed during the pilot.
7. **Final Notification of Selection and Publication of Lists:** Upon completion of the pilot year and verification of statutory and technical requirements, TEA issues final notifications of commissioner approval. Approved instruments are included on the Commissioner’s List of Approved Kindergarten Reading Readiness Instruments and the Commissioner’s List of Approved K–3 Foundational Literacy and Numeracy Instruments for the 2027–2032 approval period. These lists are published to support statewide planning, procurement, and implementation beginning in the 2027–28 school year.

### 1.3 Timeline

The timeline below reflects the anticipated sequence of activities for the review and approval process. All dates are tentative and subject to change based on agency needs and operational considerations. TEA will provide updated timelines as necessary throughout the review cycle.

**Disclaimer:** TEA reserves the right to adjust timelines and request additional information from publishers as needed.

Date	Event
March 06, 2026	Request for Literacy and Numeracy Instruments posted and applications available.
March 10, 2026 1:00 p.m. CST	Informational webinar held via Zoom to provide an overview of the RFLNI and its requirements. <a href="#">Registration Link.</a>
March 11, 2026 10:00 a.m. CST	Informational webinar held via Zoom to provide an overview of the RFLNI and its requirements. <a href="#">Registration Link.</a>
March 13, 2026 12:00 p.m. (noon) CST	Questions due to TEA to be answered in this RFLNI. Questions must be submitted no later than 12:00 p.m. (noon) CST and should be submitted through the <a href="#">Questions for TEA Call for K–3 Literacy and Numeracy Instruments survey.</a>
March 20, 2026	Frequently Asked Questions posted on the <a href="#">Call for K–3 Literacy and Numeracy Instruments</a> webpage.
April 06, 2026 5:00 p.m. CST	Applications due. Applications <b>must</b> be received by the deadline to be considered.
Spring – Summer 2026	TEA conducts preliminary review of submitted instruments. Instruments undergo academic review and comparability studies by institute of higher education.
Fall 2026	TEA issues preliminary notifications of instruments selected to advance for pilot year and conducts price negotiations.
2026–27 School Year	Pilot year to validate reporting, data quality, and Ed-Fi interoperability.
Spring 2027	TEA issues final notifications of commissioner approval.
Spring 2027	Publication of Commissioner’s List of Approved Instruments for use in the 2027–28 through 2030–31 School Years
Summer 2027	Authorization for approved instruments begins.
Summer 2031	Authorization for approved instruments ends.

***Instruments selected for a commissioner’s list may remain approved for up to four school years, subject to continued compliance with TEA criteria and commissioner discretion.***

## Section 2. Submissions of Applications

### 2.1 Application Submissions

Applicants must complete the RFLNI Response Form, which collects both organizational information and instrument-specific details for each instrument submitted for review. Applicants should carefully review the entire RFLNI before beginning their submission.

A separate RFLNI Response Form is required for each language version of an instrument. Instruments available in both English and Spanish must be submitted independently using one form per language. Each language version must include its own technical evidence and will be evaluated independently against the criteria outlined in this RFLNI.

All application materials, including the RFLNI Response Form and all supporting documentation, must be submitted electronically through the [Qualtrics submission portal](#) provided by TEA. Submissions received through any other method will not be reviewed.

All applications must include submitting agency name, primary contact name, primary contact email address, and primary contact phone number.

The designated primary contact must be available to respond promptly to reviewer inquiries; delayed responses may result in an incomplete review and disqualification.

**The deadline for submission is April 06, 2026, at 5:00 p.m. CST. No late submissions will be accepted.**

### 2.2 Application Support and Submission of Questions

#### Informational Sessions

TEA will provide application support to prospective applicants through two live informational webinars. These webinars will offer an overview of the Request for Literacy and Numeracy Instruments (RFLNI), including submission requirements, timelines, and key statutory and technical expectations. Attendance is open to all interested publishers and organizations.

Live webinars will be held on the following dates:

- Tuesday, March 10, 2026, from 1:00–2:00 p.m. CST  
Registration: <https://us02web.zoom.us/meeting/register/QGbhb2H-Tnqb0B5pD0N8BA>
- Wednesday, March 11, 2026, from 10:00–11:00 a.m. CST  
Registration: <https://us02web.zoom.us/meeting/register/DVXWT07BTkaYIO6ogo54mw>

#### Submission of Questions and Posting of Answers

To ensure equitable access to information, all questions related to this RFLNI must be submitted in writing through the survey available at: [https://tea.co1.qualtrics.com/jfe/form/SV\\_8pJCoSOuGGGF2B0](https://tea.co1.qualtrics.com/jfe/form/SV_8pJCoSOuGGGF2B0).

Questions must be submitted no later than **12:00 p.m. (noon) CST on March 13, 2026**. TEA will consolidate all submitted questions and publish written responses as Frequently Asked Questions (FAQs) on the [TEA Call for K–3 Literacy and Numeracy Instruments](#) webpage by **March 20, 2026**. All applicants are encouraged to review the posted FAQs regularly throughout the application period.

## Section 3. Instrument Requirements

All instruments submitted under this RFLNI must meet the following foundational requirements, unless otherwise specified, to ensure accessibility, technical rigor, usability for Texas educators, and compliance with state expectations. Requirements are listed alphabetically.

### 3.1 General Requirements for all Instruments

#### Accessibility and Accommodation Requirements

Instruments must comply with all federal accessibility requirements, including:

- Requirements outlined in the Americans with Disabilities Act (ADA)
- Requirements outlined in Section 508 of the Rehabilitation Act
- Instruments must provide appropriate accommodations for students with disabilities consistent with these statutes.

#### Administration Requirements

- All instrument components must be individually administered.
- Submissions must include estimated administration time for each component and each subtest.
  - Administration times must be reasonable for use in Texas classrooms.
- Administration must be allowable and feasible for classroom teachers, meaning required qualifications must align with the training, certification, and coursework typical of Texas public school teachers.
  - Instruments requiring extensive timing rules, basal/ceiling determination, complex scoring judgments, or ratings requiring specialist certification (e.g., diagnostician-level training) are not considered feasible.
- Instruments should allow administration by additional trained school or district personnel (e.g., interventionists, instructional aides) where permitted by instrument guidelines.

#### Data Sharing Requirements

- Campuses must have the ability to upload student demographic information and student assessment data in accordance with the Texas Student Data System (TSDS) data standards, specifications, and processes to support integration with state longitudinal data system.
- Instrument vendors or entities offering commissioner-approved instruments must demonstrate technology capability and adherence to Ed-Fi Application Programming Interface (API) guidelines by securing, or actively working toward securing, the Ed-Fi Assessment Outcomes API Certification for Data Standard v4 or v5. Additional information can be found on the [Available Certifications | Ed-Fi Alliance](#) webpage.
- Instrument vendors must support school system use of Texas Education Exchange tools to populate assessment roster/registration information and school systems must be able to access all relevant assessment results data upon release in their Texas Education Exchange environment via Ed-Fi API.

#### General Requirements

- All submissions must be standardized assessments, meaning the instrument uses consistent questions, tasks, materials, and scoring protocols across administrations.
- Some elements may be supported through observational or informal methods; however, these may not be the primary method used to measure any required component.

#### Psychometric Requirements

##### General

- Complete psychometric data must be submitted for all components of the instrument and for both the English and Spanish versions.

- All normative and technical data for the instrument must be no more than 15 years old (2011+).
- All normative and technical data must be representative of the current version of the instrument. For example, if items, stories read or heard, etc. have been modified over the lifespan of the instrument, the required psychometric evidence (below) must be for the current set of items and content, not a previous version of the instrument.
- If the instrument is norm referenced, the norming sample must be a representative sample in terms of the sample size and the student populations represented. **Norming samples should be representative of the demographics of the student population in Texas at the grade levels assessed.**

## Reliability

- An instrument must possess adequate reliability as demonstrated by independent research.
- Reliability should be reported for **all** test, subtest, domain, etc. scores generated by the instrument.
- Reliability should be reported for student demographic subgroups – preferably by gender, race/ethnicity, emergent bilingual status, and economic strata.
- Reliability data/information should include internal consistency (e.g., alpha coefficients), alternate form reliability (when applicable), and test-retest reliability. Instruments that depend on subjective ratings or observations must demonstrate inter-rater reliability.
- For instruments developed using item response models, suitable psychometric data from the test development process should be submitted, including, but not limited to, the standard error of measurement, indices of item discrimination and difficulty, and total test information.

## Validity

- An instrument must possess adequate validity as demonstrated by independent research.
- Validity should be reported for **all** test, subtest, domain, etc. scores generated by the assessment.
- The following types of validity evidence should be provided:
  - Content validity
    - For example, alignment of instrument content to [grade level TEKS](#), expert review of alignment etc.
  - Convergent and discriminant validity
    - For example, correlations with measures of similar and/or dissimilar constructs at the same point in time, results of confirmatory factor analysis, etc.
  - Predictive validity
    - Evidence of predictive validity should be submitted for measures that claim to predict future status or the likelihood of subsequent success.
    - Predictive validity evidence is required for K–3 Foundational Literacy and Numeracy Instruments under TEC, §28.0063. For Kindergarten Reading Readiness instruments under TEC, §28.006, predictive validity evidence is optional but may strengthen an application.
    - Predictive validity for the following should be reported (if applicable):
      - Evidence that performance on a beginning of year screener is related to future performance on the middle and end of portions of the instrument.
      - Evidence that performance on the beginning and/or middle of year portions of the instrument is related to end of year performance.
      - Evidence that performance on the end of year portion of the instrument (minimally) is related to future performance on the Texas STAAR reading assessment.

## Classification Accuracy and Consistency

- Classification accuracy (e.g., sensitivity and specificity rates, Receiver Operating Characteristics (ROC) analysis, etc.) and classification consistency data should be presented for **any** classification of a student based on the instrument data (e.g., mastery, non-mastery, at-risk, impairment, assignment to a performance category, etc.). This includes classifications based on screening data as well as classifications made using progress monitoring (e.g., BOY, MOY and EOY) data.
- Ideally, classification accuracy and consistency data would also be reported for different subgroups of students along the following dimensions: gender, race and ethnicity, English learner status, economic status, and special education status.

### Test Bias

- Evidence of analyses aimed at identifying bias in items and scores, and efforts to mitigate identified bias should be included for all components of the instrument and include information at the item level, for subtest scores, and overall scores (e.g., DIF analyses, factor analyses, etc.).
- Preferably, bias would be analyzed for different subgroups of students along the following dimensions: gender, race and ethnicity, emergent bilingual status, economic status, and special education status.

### Growth and Improvement

- Evidence of the instrument’s ability to measure growth and improvement in student performance.
- Psychometric examination of growth (or improvement) can take many different forms. As such, one specific type of psychometric approach is not required over another. Instruments are rated based on the psychometrics resulting from valid psychometric approaches indicating the instrument is sensitive and detects change or improvement over time (e.g., ROC curve analysis, repeated measures analyses with student or group factors, t-tests of sample means of change scores, correlational analyses, etc.).

## Reporting Requirements

- Instruments must generate immediate, easy-to-understand reports for educators, administrators, and families.
- Instruments should provide:
  - Student reports
  - Classroom/teacher reports
  - Grade-level reports
  - School reports
  - District reports
  - Reports identifying students requiring targeted intervention
  - Parent reports
    - Parent reports must be clear, actionable, and available in English and Spanish, and deliverable electronically or in print.

## Scoring Requirements

- Submissions must include estimated scoring time for each component and each subtest.
- Scoring must be feasible for teachers, unless automated, including interpretation guidelines aligned with typical teacher training.
  - Instruments requiring complex scoring rules (e.g., basal/ceiling determination, high-subjectivity ratings, specialist-level interpretation) are not considered feasible.

## 3.2 Requirements for Kindergarten Reading Readiness Instruments

Kindergarten Reading Readiness Instruments must meet all general requirements in [Section 3.1](#) and the additional

requirements outlined below to ensure alignment with statutory expectations under [TEC, §28.006](#).

## Content Requirements

- Instruments should measure foundational literacy skills listed in the TEKS for kindergarten.
  - TEA encourages but does not require alignment to the [Texas Prekindergarten Guidelines](#), as BOY Kindergarten results can be used to evaluate district PK program effectiveness.
- English and Spanish instruments must align with:
  - English Language Arts and Reading TEKS, and
  - Spanish Language Arts and Reading TEKS, as applicable.
- Instruments must provide separate scores for each skill set assessed.
- Instruments may measure additional developmental domains (e.g., mathematics, social-emotional, cognitive), but such domains are not required.
- **Instruments may address some or many of the foundational skills listed in the table below; lack of coverage of one or more skills does not disqualify an instrument.**

Foundational Skills	Kindergarten (K)
Alphabetic Knowledge	X
Phonological Awareness	X
Phonemic Awareness	X
Phonics / Decoding	X
Word Recognition	X
Vocabulary Knowledge	X
Listening Comprehension	X
Writing Skills	X

## Cost Requirements

Kindergarten reading readiness instruments administered at the beginning of the year in kindergarten must be provided at no cost to LEAs. This includes scoring, reporting, and initial training necessary for LEAs to meet statutory requirements listed in [TEC, §28.006](#).

## Instrument Component Requirements

- Instruments must be designed for beginning-of-year administration in kindergarten to measure foundational literacy skills in reading development and comprehension.
- While not required, TEA prefers instruments that also support MOY and EOY progress monitoring to provide continuity with K–3 foundational literacy instruments.

## Language Requirements

- Instruments must include both English and Spanish versions.
  - Each version must assess required skills unless TEKS specify differentiated expectations.
  - Spanish versions must be linguistically authentic, not direct translations.
- Both language versions should reflect the cultural diversity of Texas students.

## Psychometric Requirements

Each language version must include its **own independent technical evidence**. Psychometric expectations described in [Section 3.1](#) apply fully to both language versions.

## 3.3 Requirements for K–3 Foundational Literacy Instruments

K–3 Foundational Literacy Instruments must meet all requirements in [Section 3.1](#) and support measurement and monitoring of literacy development aligned to [TEC, §28.0063](#).

## Content Requirements

- Skills listed in the provided table represent foundational literacy skills across K–3.
  - An “X” indicates the skill is foundational at that grade level.
  - Measures in parentheses represent required skills (critical skills or dyslexia-related requirements for K–1).
  - Skills marked with an asterisk represent skills that TEA recommends be assessed using timed measures; however, the use of timed assessment for these skills is preferred but not required.
- **Instruments may address some or many of the foundational skills listed in the table below; lack of coverage of one or more skills does not disqualify an instrument.** Instruments do not need to include all skills but should demonstrate meaningful TEKS alignment and coverage of foundational literacy competencies.
- English instruments must align with ELAR TEKS, and Spanish instruments with SLAR TEKS.
- Instruments must provide a separate score for each skill they claim to assess.

Foundational Skills	K	Grade 1	Grade 2	Grade 3
<b>Alphabetic Knowledge*</b> (Letter Naming Fluency/Letter Sound Knowledge)	X	X	–	–
<b>Phonological Awareness</b> (Spanish – Syllable Awareness)	X	X	X	–
<b>Phonemic Awareness*</b>	X	X	X	–
<b>Phonics / Decoding*</b> (Pseudoword Reading)	X	X	X	X
<b>Word Recognition*</b> (Word Reading Accuracy – G1)	X	X	X	X
<b>Oral Reading Fluency*</b> (Fluency – G1)	–	X	X	X
<b>Vocabulary Knowledge</b>	X	X	X	X
<b>Listening Comprehension</b>	X	X	–	–
<b>Reading Comprehension</b>	–	X – EOY	X	X
<b>Spelling / Encoding</b>	X	X	X	X
<b>Writing in Response to Reading</b>	–	–	X	X

## Instrument Component Requirements

The instrument(s) must be intended for use for:

- Progress Monitoring
  - Administered with all students at the beginning, middle, and end of the school year.
  - Full administration at a specific point in time may be dependent upon performance on a screener (not required, but preferred).
- Dyslexia Screening
  - **Dyslexia screening elements apply only to K and Grade 1, as required by [TEC, §38.003](#). Grades 2–3 are not required to include dyslexia screening components.**
  - Kindergarten
    - Administered at MOY and EOY
    - In accordance with the Texas State Board of Education’s approved Dyslexia Handbook, both the English and Spanish versions must assess:
      - Letter Sound Knowledge or Letter Naming Fluency; and
      - Phonological Awareness
    - Must take only a brief time to administer
  - First grade
    - Administered at BOY, MOY, EOY
    - In accordance with the Texas State Board of Education’s approved Dyslexia Handbook both the English and Spanish versions must assess:

- Word Reading Accuracy or Fluency; and
- Phonological Awareness.
- Must take only a brief time to administer

## Language Requirements

- Instruments may be in English, Spanish, or both.
- Skills must align with the TEKS for the assessed language.
- Spanish instruments must be linguistically authentic.

## Reporting Requirements (Statutory)

Reading instruments must allow districts to generate clear, easy-to-understand student reading progress reports, including progress from previous administrations of the same instrument, and must allow distribution to parents in:

- English
- Spanish
- Any other language practicable for the district

## Psychometric Requirements

If an instrument offers both an English and a Spanish version, each language version must include its **own independent technical evidence**. Psychometric expectations described in [Section 3.1](#) apply fully to both language versions.

## Statutory Requirements

A foundational literacy instrument, as required under [TEC, §28.0063\(b\)](#), must:

- be based on scientific research concerning foundational literacy skills in reading development and comprehension;
- be capable of being administered at the beginning, middle, and end of the school year;
- be designed to assess the performance of students in, as applicable:
  - the foundational literacy skills components of the essential knowledge and skills adopted under [TEC, §28.002](#) for language arts;
- be capable of monitoring student progress in a manner that allows school district staff to identify specific foundational literacy or numeracy skills in need of targeted instruction;
- assess whether a student's skills identified as in need of targeted instruction indicate that the student is at risk, as determined by the agency, of not achieving satisfactory performance on the third grade reading language arts or mathematics assessment administered under [TEC, §39.023](#);
- for a reading instrument for students in kindergarten and first grade, include the applicable elements and criteria to serve as the required screenings for dyslexia and related disorders under [TEC, §38.003](#); and
- for a reading instrument, allow a school district to generate a report regarding a student's reading progress, including progress from previous administrations of the same instrument, that is clear and easy to understand that may be distributed to the student's parent in English, Spanish, or, to the extent practicable, any other language spoken by the parent.

## 3.4 Requirements for K–3 Foundational Numeracy Instruments

K–3 Foundational Numeracy Instruments must meet all requirements in [Section 3.1](#) and must align with [TEC, §28.0063](#) requirements for mathematics.

### Content Requirements

- Skills listed in the provided table represent foundational numeracy skills across K–3.
  - An “X” indicates the skill is foundational at that grade level.

- **Instruments may address some or many of the foundational skills listed in the table below; lack of coverage of one or more skills does not disqualify an instrument.** Instruments do not need to include all skills but should demonstrate meaningful TEKS alignment and coverage of foundational numeracy competencies.
- Instruments must provide separate scores for each assessed skill.
- Instruments must measure mathematics skills, not reading skills; tasks must not require reading proficiency to demonstrate numeracy understanding.
- Scoring must evaluate fluency and accuracy where relevant.

Foundational Skills	K	Grade 1	Grade 2	Grade 3
Cardinality and One-to-One Correspondence	X	X	–	–
Subitizing	X	X	–	–
Number Representation/Recognition	X – Up to 20	X – Up to 120	X – Up to 1,200	X – Up to 100,000
Counting (Including Counting On/Back)	X	X – Regular and Skip	–	–
Composing and Decomposing	X – Up to 10	X – Up to 120	X – Up to 1,200	X – Up to 100,000
Simple Addition and Subtraction Problems	X	X	X	X
Math Facts – Automaticity	–	–	X – Add/Subtract	X – Multiply/Divide
Fractions	–	–	X	X
Comparing and Ordering Numbers	X – Up to 20	X – Up to 120	X – Up to 1,200	X – Up to 100,000
Place Value	–	X – Up to 120	X – Up to 1,200	X – Up to 100,000
Magnitude of Numbers	X	X	X	X
Geometry	X	X	X	X
Measurement	X	X	X	X

## Instrument Component Requirements

- Instruments must be designed for use in progress monitoring as follows:
  - Administered at BOY, MOY, and EOY with all students.
  - Full administration may depend on screener performance (optional).
- Instruments should measure math skill fluency and accuracy.

## Psychometric Requirements

If an instrument offers both an English and a Spanish version, each language version must include its **own independent technical evidence**. Psychometric expectations described in [Section 3.1](#) apply fully to both language versions.

## Statutory Requirements

A foundational numeracy instrument, as required under [TEC, §28.0063\(b\)](#), must:

- be based on scientific research concerning on foundational numeracy skills in mathematics;
- be capable of being administered at the beginning, middle, and end of the school year;
- be designed to assess the performance of students in, as applicable:
  - the foundational numeracy skills components of the essential knowledge and skills adopted

under [TEC, §28.002](#) for mathematics;

- be capable of monitoring student progress in a manner that allows school district staff to identify specific foundational literacy or numeracy skills in need of targeted instruction;
- assess whether a student's skills identified as in need of targeted instruction indicate that the student is at risk, as determined by the agency, of not achieving satisfactory performance on the third grade reading language arts or mathematics assessment administered under [TEC, §39.023](#);

### **3.5 TEA Preferences for Foundational Literacy and Numeracy Instruments**

In addition to the required criteria outlined in Sections 3.1 through 3.4, TEA may award additional points during the scoring process for instruments that include optional features supporting high-quality instruction, progress monitoring, and family engagement. These preferences do not represent mandatory requirements but reflect priorities that strengthen implementation and data usability for Texas educators and schools.

#### **General Preferences for Foundational Literacy and Numeracy Instruments**

Instruments may receive additional consideration if they include:

- Support for ongoing progress checks between BOY, MOY, and EOY administrations (e.g., interim checks, skill-specific probes, or tools aligned to response-to-intervention practices).
- Instructional resources for teachers aligned to instrument results, such as:
  - Grouping recommendations
  - Targeted instructional activities
  - Skill-specific intervention supports
- Instructional resources for families aligned to student needs, such as:
  - At-home practice activities
  - Guidance aligned to skills identified as needing support
- Ongoing training resources that extend beyond initial implementation (e.g., self-paced modules, refresher training, embedded videos, practice scoring opportunities).
- Available administration to all students in kindergarten through grade 3

#### **Preferences for Foundational Literacy Instruments**

Additional points/consideration may be awarded for instruments that:

- Include aligned diagnostic assessments designed to pinpoint specific foundational skill gaps.
- Are offered in both English and Spanish.

#### **Preferences for Foundational Numeracy Instruments**

Additional points/consideration may be awarded for instruments that:

- Include screener-aligned diagnostics and intervention systems that connect identified needs to instructional action.
- Provide features aligned to Texas instructional priorities, such as:
  - Automaticity reporting
  - Mastery tracking across foundational numeracy domains
- Are offered in both English and Spanish.

## Section 4. Scoring Rubric for Instruments

The following criteria will be used to evaluate English and Spanish instruments submitted under this RFLNI.

Vendors must submit complete and independent documentation for each language version of an instrument, including but not limited to full test content, psychometric evidence, administration procedures, scoring guidance, and reporting capabilities. The Spanish version must demonstrate equivalency to the English version in skills assessed, administration methods, scoring, and reporting features. **Each language version will be evaluated independently against the rubric criteria.** Incomplete submissions or failure to demonstrate version equivalency will result in lower scores and may impact eligibility for approval.

Reviewers will score each criterion based on the completeness, clarity, and quality of the evidence provided. Scores will be combined to determine the overall strength of the instrument in meeting statutory requirements, psychometric expectations, and TEA-identified priorities.

**Disclaimer: Final selection of instruments for inclusion on the Commissioner’s Lists will be made by the Commissioner of Education, based on analysis and recommendations. TEA reserves the right to approve or not approve any instrument submitted in response to this request.**

### Kindergarten Reading Readiness Instrument Scoring Rubric

#### General Criteria and Reporting Features

General criteria and reporting features are examined and recorded as Yes or No.

KINDERGARTEN READING READINESS INSTRUMENT GENERAL CRITERIA (Yes, No)	
Comply with federal accessibility requirements	Y / N
Individually administered to each student	Y / N
Standardized assessment	Y / N
Provides administration time per student for each component of the instrument	Y / N
Provides scoring time per student for each component of the instrument	Y / N
Allows for administration by additional trained school or district personnel	Y / N
Offered in English and Spanish	Y / N
English and Spanish versions assess same domains/skill sets	Y / N
Normative/technical data no more than 15 years old (i.e., 2011+)	Y / N
Technical and normative data provided for both English and Spanish instruments	Y / N
Ed-Fi Compatibility	Y / N
KINDERGARTEN READING READINESS INSTRUMENT REPORTING FEATURES (Yes, No)	
Immediate, easy-to-understand reports generated	Y / N
Student reports provided	Y / N
Classroom/teacher reports provided	Y / N
Grade-level reports provided	Y / N
School reports provided	Y / N
District-level reports provided	Y / N
Reports identifying students requiring further action or intervention provided	Y / N
Clear, actionable, easy-to-understand parent reports provided	Y / N
Parent reports available in English and Spanish	Y / N

## Content Alignment

Each domain or skill is scored based on the degree to which the instrument addresses the expectations of the TEKS.

KINDERGARTEN READING READINESS INSTRUMENT CONTENT ALIGNMENT TO TEKS	
<b>Score</b> ( <i>Addresses key aspects of skill</i> ) <i>3 = Strongly; 2 = Moderately; 1 = Minimally; 0 = Does not address</i>	
Skills	
Alphabetic knowledge	0 - 3
Phonological awareness	0 - 3
Phonemic awareness	0 - 3
Phonics / Decoding	0 - 3
Word recognition	0 - 3
Vocabulary	0 - 3
Listening Comprehension	0 - 3
Writing Skills (includes spelling knowledge)	0 - 3
<b>Overall Content Score</b>	<b>24</b>

## Psychometrics

Psychometric properties to be reviewed fall into six categories: (1) reliability, (2) validity, (3) classification accuracy and consistency, (4) test bias analysis and mitigation, (5) evidence of sensitivity to growth/improvement, and (6) generalizability. Ratings of psychometrics will focus on the assessment scores relevant to the required domains and skills. Because different assessments create and apply scores in different ways, the exact number of assessment “scores” reviewed for the ratings will differ somewhat across instruments. Because the number of scores may vary across instruments, ratings for specific aspects of reliability and validity will be averaged (separately). Hence, all instruments receive reliability and validity scores on the same scale (0-3). All ratings for each type of evidence are summed (separately by type) across instrument components and averaged based on the total number of applicable components for each instrument. Resulting average scores for types of evidence are then summed and averaged, resulting in one overall score for each type.

KINDERGARTEN READING READINESS INSTRUMENT PSYCHOMETRIC EVIDENCE	
<b>Score</b> <i>3 = Strong; 2 = Moderate; 1 = Minimal; 0 = No evidence; NA = Not applicable</i>	
<b>Reliability</b> (average of reliability components)	<b>0 - 3</b>
Internal Consistency	0 - 3
Test-Retest	0 - 3
Inter-rater reliability	0 - 3
Alternate form	0 - 3
<b>Validity</b> (average of validity components)	<b>0 - 3</b>
Construct	0 - 3
Convergent/Discriminative	0 - 3
Predictive	0 - 3
<b>Classification Accuracy and Consistency</b>	<b>0 - 3</b>
<b>Test Bias Analysis and Mitigation</b>	<b>0 - 3</b>
<b>Growth and Improvement</b>	<b>0 - 3</b>

<b>Generalizability (average of generalizability components)</b>	<b>0 - 3</b>
Sample size	0 - 3
Representativeness	0 - 3

## Administrative Feasibility

Feasibility is rated holistically regarding teacher feasibility, student feasibility, and administrator feasibility.

<b>FEASIBILITY</b>	<b>Score</b> <i>3 = Strong; 2 = Moderate; 1 = Minimal; 0 = No evidence</i>	
Teacher Friendly	Administration time is manageable, training requirements are minimal, and minimal additional materials are required for administration. Scores and score reports are immediately available, easy to interpret, and reports for parents are easily generated. Aggregated score reports are easily generated (e.g., groups, whole class, skills).	0 - 3
Student Friendly	Time requirement is manageable, directions and tasks are easy to understand. Assessment is visually appealing and engaging.	0 - 3
Administrator Friendly	Administration requirements are minimal. Scoring requires minimal time and easy to interpret. Score reports for parents and aggregated score reports are easily generated.	0 - 3
<b>Overall Average Feasibility Score</b>		<b>3</b>

## Overall Instrument Score

An overall score will be calculated for each instrument using the overall scores for different features described above.

<b>KINDERGARTEN READING READINESS INSTRUMENT OVERALL</b>	<b>Score</b>
Overall Content Alignment to TEKS	0 - 24
Overall Reliability	0 - 3
Overall Validity	0 - 3
Classification	0 - 3
Test Bias	0 - 3
Growth/Improvement	0 - 3
Overall Generalizability	0 - 3
Overall Feasibility	0 - 3
<b>Total Sum</b>	<b>0 - 45</b>
<b>Overall Percent Score (percentage of total possible score)</b>	<b>0 - 100%</b>

## K–3 Foundational Literacy Instrument Scoring Rubric

### General Criteria and Reporting Features

General criteria, reporting features, and preferences are examined and recorded as Yes or No.

<b>FOUNDATIONAL LITERACY INSTRUMENT GENERAL CRITERIA (Yes, No)</b>	
Comply with federal accessibility requirements	Y / N
Individually administered to each student	Y / N
Standardized assessment	Y / N
Provides administration time per student for each component of the instrument	Y / N
Provides scoring time per student for each component of the instrument	Y / N
Allows for administration by additional trained school or district personnel	Y / N

Includes required dyslexia screener measures for kindergarten and grade 1	Y / N
Administered three times a year (beginning, middle, and end)	Y / N
Normative/technical data no more than 15 years old (i.e., 2011+)	Y / N
<b>(For Spanish Instruments only)</b> Spanish instruments are linguistically authentic	Y / N
Ed-Fi Reporting Compatibility	Y / N
<b>FOUNDATIONAL LITERACY INSTRUMENT REPORTING FEATURES (Yes, No)</b>	
Immediate, easy-to-understand reports generated	Y / N
Student reports that include past performance provided	Y / N
Classroom/teacher reports provided	Y / N
Grade-level reports provided	Y / N
School reports provided	Y / N
District-level reports provided	Y / N
Reports identifying students requiring further action or intervention provided	Y / N
Clear, actionable, easy-to-understand parent reports provided	Y / N
Parent reports available in English and Spanish	Y / N
<b>FOUNDATIONAL LITERACY INSTRUMENT PREFERENCES (Yes, No)</b>	
Offered in English and Spanish	Y / N
English and Spanish versions assess same domains/skill sets	Y / N
Technical and normative data provided for both English and Spanish instruments if submitted both	Y / N
Progress checks between BOY, MOY, and EOY administrations available	Y / N
Instructional resources for teachers aligned to instructional results provided	Y / N
Instructional resources for families aligned to student results provided	Y / N
Ongoing training resources	Y / N
Screener-aligned diagnostics included as part of suite of instruments available	Y / N
Available for use in kindergarten through grade 3	Y / N

## Content Alignment

Each domain or skill is scored based on the degree to which the instrument addresses the expectations of the TEKS. Instruments may address some or many of the foundational skills listed in the table below; lack of coverage of one or more skills does not disqualify an instrument. **Measures in parentheses represent required skills that must be included as part of the evaluation of that skill set (critical skills or dyslexia-related requirements for K–1).**

FOUNDATIONAL LITERACY INSTRUMENT CONTENT ALIGNMENT TO TEKS				
<b>Score</b> ( <i>Addresses key aspects of skill</i> ) <i>3 = Strongly; 2 = Moderately; 1 = Minimally; 0 = Does not address</i>				
Skills	K	1	2	3
Alphabetic knowledge (Letter Naming Fluency/Letter Sound Knowledge)	0 - 3	0 - 3	-----	-----
Phonological awareness (Spanish – Syllable Awareness)	0 - 3	0 - 3	0 - 3	-----
Phonemic awareness	0 - 3	0 - 3	0 - 3	-----
Phonics / Decoding (Pseudoword Reading)	0 - 3	0 - 3	0 - 3	0 - 3
Word recognition (Word Reading Accuracy – Grade 1)	0 - 3	0 - 3	0 - 3	0 - 3
Oral Reading Fluency (Fluency – Grade 1)	-----	0 - 3	0 - 3	0 - 3
Vocabulary Knowledge	0 - 3	0 - 3	0 - 3	0 - 3
Listening Comprehension	0 - 3	0 - 3	-----	-----
Reading Comprehension (Grade 1 – End of Year)	-----	0 - 3	0 - 3	0 - 3
Spelling / Encoding	0 - 3	0 - 3	0 - 3	0 - 3
Writing in Response to Reading	-----	-----	0 - 3	0 - 3
<b>Overall Content Score</b>	<b>24</b>	<b>30</b>	<b>27</b>	<b>21</b>

## Psychometrics

Psychometric properties to be reviewed fall into six categories: (1) reliability, (2) validity, (3) classification accuracy and consistency, (4) test bias analysis and mitigation, (5) evidence of sensitivity to growth/improvement, and (6) generalizability. Ratings of psychometrics will focus on the assessment scores relevant to the required domains and skills. Because different assessments create and apply scores in different ways, the exact number of assessment “scores” reviewed for the ratings will differ somewhat across instruments. Because the number of scores may vary across instruments, ratings for specific aspects of reliability and validity will be averaged (separately). Hence, all instruments receive reliability and validity scores on the same scale (0-3). All ratings for each type of evidence are summed (separately by type) across instrument components and averaged based on the total number of applicable components for each instrument. Resulting average scores for types of evidence are then summed and averaged, resulting in one overall score for each type.

FOUNDATIONAL LITERACY INSTRUMENT PSYCHOMETRIC EVIDENCE	
<b>Score</b> <i>3 = Strong; 2 = Moderate; 1 = Minimal; 0 = No evidence; NA = Not applicable</i>	
<b>Reliability</b> (average of reliability components)	<b>0 - 3</b>
Internal Consistency	0 - 3
Test-Retest	0 - 3
Inter-rater reliability	0 - 3
Alternate form	0 - 3
<b>Validity</b> (average of validity components)	<b>0 - 3</b>
Construct	0 - 3

Convergent/Discriminative	0 - 3
Predictive	0 - 3
<b>Classification Accuracy and Consistency</b>	<b>0 - 3</b>
<b>Test Bias Analysis and Mitigation</b>	<b>0 - 3</b>
<b>Growth and Improvement</b>	<b>0 - 3</b>
<b>Generalizability (average of generalizability components)</b>	<b>0 - 3</b>
Sample size	0 - 3
Representativeness	0 - 3

## Administrative Feasibility

Feasibility is rated holistically regarding teacher feasibility, student feasibility, and administrator feasibility.

<b>FEASIBILITY</b>	<b>Score</b> <i>3 = Strong; 2 = Moderate; 1 = Minimal; 0 = No evidence</i>	
Teacher Friendly	Administration time is manageable, training requirements are minimal, and minimal additional materials are required for administration. Scores and score reports are immediately available, easy to interpret, and reports for parents are easily generated. Aggregated score reports are easily generated (e.g., groups, whole class, skills).	0 - 3
Student Friendly	Time requirement is manageable, directions and tasks are easy to understand. Assessment is visually appealing and engaging.	0 - 3
Administrator Friendly	Administration requirements are minimal. Scoring requires minimal time and easy to interpret. Score reports for parents and aggregated score reports are easily generated.	0 - 3
<b>Overall Average Feasibility Score</b>		<b>3</b>

## Overall Instrument Score

An overall score will be calculated for each instrument using the overall scores for different features described above.

<b>K-3 FOUNDATIONAL LITERACY INSTRUMENT OVERALL</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>Score</b>
Overall Content Alignment to TEKS	0 - 24	0 - 30	0 - 27	0 - 21
Overall Reliability	0 - 3	0 - 3	0 - 3	0 - 3
Overall Validity	0 - 3	0 - 3	0 - 3	0 - 3
Classification	0 - 3	0 - 3	0 - 3	0 - 3
Test Bias	0 - 3	0 - 3	0 - 3	0 - 3
Growth/Improvement	0 - 3	0 - 3	0 - 3	0 - 3
Overall Generalizability	0 - 3	0 - 3	0 - 3	0 - 3
Overall Feasibility	0 - 3	0 - 3	0 - 3	0 - 3
<b>Total Sum</b>	<b>0 - 45</b>	<b>0 - 51</b>	<b>0 - 48</b>	<b>0 - 42</b>
<b>Overall Percent Score per Grade (percentage of total possible score)</b>	<b>0 - 100%</b>	<b>0 - 100%</b>	<b>0 - 100%</b>	<b>0 - 100%</b>

<b>Overall Average Percent Score of Grade Bands Included</b>	<b>0 - 100%</b>
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## K–3 Foundational Numeracy Instrument Scoring Rubric

### General Criteria and Reporting Features

General criteria, reporting features, and preferences are examined and recorded as Yes or No.

<b>FOUNDATIONAL NUMERACY INSTRUMENT GENERAL CRITERIA (Yes, No)</b>	
Comply with federal accessibility requirements	Y / N
Individually administered to each student	Y / N
Standardized assessment	Y / N
Provides administration time per student for each component of the instrument	Y / N
Provides scoring time per student for each component of the instrument	Y / N
Allows for administration by additional trained school or district personnel	Y / N
Administered three times a year (beginning, middle, and end)	Y / N
Normative/technical data no more than 15 years old (i.e., 2011+)	Y / N
Ed-Fi Reporting Compatibility	Y / N
<b>FOUNDATIONAL NUMERACY INSTRUMENT REPORTING FEATURES (Yes, No)</b>	
Immediate, easy-to-understand reports generated	Y / N
Student reports provided	Y / N
Classroom/teacher reports provided	Y / N
Grade-level reports provided	Y / N
School reports provided	Y / N
District-level reports provided	Y / N
Reports identifying students requiring further action or intervention provided	Y / N
Clear, actionable, easy-to-understand parent reports provided	Y / N
Parent reports available in English and Spanish	Y / N
Instrument evaluates fluency and accuracy of skills where relevant	Y / N
<b>FOUNDATIONAL NUMERACY INSTRUMENT PREFERENCES (Yes, No)</b>	
Offered in English and Spanish	Y / N
English and Spanish versions assess same domains/skill sets	Y / N
Technical and normative data provided for both English and Spanish instruments if submitted both	Y / N
Progress checks between BOY, MOY, and EOY administrations available	Y / N
Instructional resources for teachers aligned to instructional results provided	Y / N
Instructional resources for families aligned to student results provided	Y / N
Ongoing training resources	Y / N
Screeners-aligned diagnostics included as part of suite of instruments available	Y / N
Intervention systems that connect identified needs to instructional action available as part of suite of products offered	Y / N
Automaticity reporting provided	Y / N
Mastery tracking across foundational numeracy domains provided	Y / N

## Content Alignment

Each domain or skill is scored based on the degree to which the instrument addresses the expectations of the TEKS. Instruments may address some or many of the foundational skills listed in the table below; lack of coverage of one or more skills does not disqualify an instrument.

FOUNDATIONAL NUMERACY INSTRUMENT CONTENT ALIGNMENT TO TEKS				
<b>Score</b> ( <i>Addresses key aspects of skill</i> ) 3 = Strongly; 2 = Moderately; 1 = Minimally; 0 = Does not address				
Skills	K	1	2	3
Cardinality and One-to-One Correspondence	0 - 3	0 - 3	-----	-----
Subitizing	0 - 3	0 - 3	-----	-----
Number Representation/Recognition	0 - 3	0 - 3	0 - 3	0 - 3
Counting (Including Counting On/Back)	0 - 3	0 - 3	-----	-----
Composing and Decomposing	0 - 3	0 - 3	0 - 3	0 - 3
Simple Addition and Subtraction Problems	0 - 3	0 - 3	0 - 3	0 - 3
Math Facts – Automaticity	-----	-----	0 - 3	0 - 3
Fractions	-----	-----	0 - 3	0 - 3
Comparing and Ordering Numbers	0 - 3	0 - 3	0 - 3	0 - 3
Place Value	-----	0 - 3	0 - 3	0 - 3
Magnitude of Numbers	0 - 3	0 - 3	0 - 3	0 - 3
Geometry	0 - 3	0 - 3	0 - 3	0 - 3
Measurement	0 - 3	0 - 3	0 - 3	0 - 3
<b>Overall Average Content Score</b>	<b>30</b>	<b>33</b>	<b>30</b>	<b>30</b>

## Psychometrics

Psychometric properties to be reviewed fall into six categories: (1) reliability, (2) validity, (3) classification accuracy and consistency, (4) test bias analysis and mitigation, (5) evidence of sensitivity to growth/improvement, and (6) generalizability. Ratings of psychometrics will focus on the assessment scores relevant to the required domains and skills. Because different assessments create and apply scores in different ways, the exact number of assessment “scores” reviewed for the ratings will differ somewhat across instruments. Because the number of scores may vary across instruments, ratings for specific aspects of reliability and validity will be averaged (separately). Hence, all instruments receive reliability and validity scores on the same scale (0-3). All ratings for each type of evidence are summed (separately by type) across instrument components and averaged based on the total number of applicable components for each instrument. Resulting average scores for types of evidence are then summed and averaged, resulting in one overall score for each type.

FOUNDATIONAL NUMERACY INSTRUMENT PSYCHOMETRIC EVIDENCE	
<b>Score</b> 3 = Strong; 2 = Moderate; 1 = Minimal; 0 = No evidence; NA = Not applicable	
<b>Reliability</b> (average of reliability components)	<b>0 - 3</b>
Internal Consistency	0 - 3
Test-Retest	0 - 3
Inter-rater reliability	0 - 3
Alternate form	0 - 3
<b>Validity</b> (average of validity components)	<b>0 - 3</b>
Construct	0 - 3

Convergent/Discriminative	0 - 3
Predictive	0 - 3
<b>Classification Accuracy and Consistency</b>	<b>0 - 3</b>
<b>Test Bias Analysis and Mitigation</b>	<b>0 - 3</b>
<b>Growth and Improvement</b>	<b>0 - 3</b>
<b>Generalizability (average of generalizability components)</b>	<b>0 - 3</b>
Sample size	0 - 3
Representativeness	0 - 3

### Administrative Feasibility

Feasibility is rated holistically regarding teacher feasibility, student feasibility, and administrator feasibility.

<b>FEASIBILITY</b>	<b>Score</b> <i>3 = Strong; 2 = Moderate; 1 = Minimal; 0 = No evidence</i>	
Teacher Friendly	Administration time is manageable, training requirements are minimal, and minimal additional materials are required for administration. Scores and score reports are immediately available, easy to interpret, and reports for parents are easily generated. Aggregated score reports are easily generated (e.g., groups, whole class, skills).	0 - 3
Student Friendly	Time requirement is manageable, directions and tasks are easy to understand. Assessment is visually appealing and engaging.	0 - 3
Administrator Friendly	Administration requirements are minimal. Scoring requires minimal time and easy to interpret. Score reports for parents and aggregated score reports are easily generated.	0 - 3
<b>Overall Average Feasibility Score</b>		<b>3</b>

### Overall Instrument Score

An overall score will be calculated for each instrument using the overall scores for different features described above.

<b>K-3 FOUNDATIONAL NUMERACY INSTRUMENT OVERALL</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>Score</b>
	<b>0 - 30</b>	<b>0 - 33</b>	<b>0 - 30</b>	<b>0 - 30</b>
Overall Content Alignment to TEKS	0 - 30	0 - 33	0 - 30	0 - 30
Overall Reliability	0 - 3	0 - 3	0 - 3	0 - 3
Overall Validity	0 - 3	0 - 3	0 - 3	0 - 3
Classification	0 - 3	0 - 3	0 - 3	0 - 3
Test Bias	0 - 3	0 - 3	0 - 3	0 - 3
Growth/Improvement	0 - 3	0 - 3	0 - 3	0 - 3
Overall Generalizability	0 - 3	0 - 3	0 - 3	0 - 3
Overall Feasibility	0 - 3	0 - 3	0 - 3	0 - 3
<b>Total Sum</b>	<b>0 - 51</b>	<b>0 - 54</b>	<b>0 - 51</b>	<b>0 - 51</b>
<b>Overall Percent Score per Grade (percentage of total possible score)</b>	<b>0 - 100%</b>	<b>0 - 100%</b>	<b>0 - 100%</b>	<b>0 - 100%</b>

<b>Overall Average Percent Score of Grade Bands Included</b>	<b>0 - 100%</b>
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# Appendix A – Relevant Statutes

## Texas Education Code, Chapter 28, Courses of Study; Advancement

- [TEC, §28.002, Required Curriculum](#)
- [TEC, §28.006, Kindergarten Reading Readiness](#)
- [TEC, §28.0063, Early Literacy and Numeracy Instruments](#)
- [TEC, §28.0064, Early Literacy Intervention for Certain Students](#)

## Texas Education Code, Chapter 38, Health and Safety

- [TEC, §38.003, Screening and Treatment for Dyslexia and Related Disorders](#)

## Texas Education Code, Chapter 39, Public School System Accountability

- [TEC, §39.023, Adoption and Administration of Instruments](#)

## Appendix B – TEKS and Course Enrollment

Texas Essential Knowledge and Skills (TEKS) describe what students should know and be able to do for each grade level and course in the required curriculum. The following tables provide links to the TEKS for the areas specified in this RFLNI and the reported course enrollment for the 2024–25 school year.

### Chapter 110. English Language Arts and Reading (inclusive of Phonics)

Course	Enrollment
<a href="#">English Language Arts and Reading, Kindergarten, Adopted 2017</a>	267,403
<a href="#">English Language Arts and Reading, Grade 1, Adopted 2017</a>	421,954
<a href="#">English Language Arts and Reading, Grade 2, Adopted 2017</a>	492,372
<a href="#">English Language Arts and Reading, Grade 3, Adopted 2017</a>	548,277

### Chapter 111. Mathematics

Course	Enrollment
<a href="#">Mathematics Grade K</a>	245,863
<a href="#">Mathematics, Grade 1</a>	365,071
<a href="#">Mathematics, Grade 2</a>	408,614
<a href="#">Mathematics, Grade 3</a>	455,000

### Chapter 128. Spanish Language Arts (inclusive of Phonics)

Course	Enrollment
<a href="#">Spanish Language Arts and Reading, Kindergarten, Adopted 2017</a>	30,529
<a href="#">Spanish Language Arts and Reading, Grade 1, Adopted 2017</a>	38,410
<a href="#">Spanish Language Arts and Reading, Grade 2, Adopted 2017</a>	41,068
<a href="#">Spanish Language Arts and Reading, Grade 3, Adopted 2017</a>	37,803

