

## Purpose of this Application

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This application is designed to collect comprehensive, standardized information from applicants seeking placement 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, as described in the Request for Literacy and Numeracy Instruments (RFLNI).

Applicants must provide complete, well-organized documentation. Incomplete or unclear responses may result in lower rubric scores or disqualification.

## Instructions for Applicants (Read First)

- Do not modify or delete application questions, section headers, or instructions.
- Complete all required fields using the provided checkboxes, drop-down lists, or response boxes.
- Attachments should be uploaded separately where indicated.
- Save the completed document and upload it to the [Qualtrics submission portal](#).
- Upload all required documents or evidence.
- **Vendors should submit comprehensive information for any language version submitted, including but not limited to full test content, psychometric data, administration procedures, and reporting capabilities. Each language version of an instrument will be evaluated independently.**

## Section 1. Application

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### 1.1 Applicant Information

**Name of Organization:**

**Publisher (if different):**

**Type of Applicant:** Publisher | Local Educational Agency | Institute of Higher Education | Other

**Primary Contact Name and Title:**

**Primary Contact Email:**

**Primary Contact Phone:**

**Secondary Contact Name and Title (optional):**

**Secondary Contact Email (optional):**

**Secondary Contact Phone (optional):**

### 1.2 Instrument Overview

**Instrument Title:**

**Brief instrument summary (200 words max):**

**Instrument Category (select all that apply):**

- Kindergarten Reading Readiness Instrument
- K–3 Foundational Literacy Instrument
- K–3 Foundational Numeracy Instrument

**Grades Served (select all that apply):**

- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Other: \_\_\_\_\_

**Languages Offered (select all that apply):**

- English
- Spanish
- Other: \_\_\_\_\_

Separate applications submitted for each language to be considered? Yes | No

### 1.3 Format and Delivery

Select all that apply:

- Paper and Pencil
- Computer (not adaptive)
- Computer adaptive
- Observation
- Survey
- Other: \_\_\_\_\_

### 1.3 Administration Windows and Components

**Supported Administration Windows (select all that apply):**

- Beginning of Year
- Middle of Year
- End of Year
- Other: \_\_\_\_\_

**Instrument Components (select all that apply):**

- Beginning of Year Screening
- Progress Monitoring / Benchmark
- Diagnostic
- Dyslexia Screening – Kindergarten
- Dyslexia Screening – Grade 1
- Other: \_\_\_\_\_

## Section 2. Instrument Content

### 2.1 Kindergarten Reading Readiness Instruments Only

Describe the content of your instrument.

- List the subtests/measures (or items if single item) on the instrument that address the foundational skills listed and result in separate scores.
- List the time (per student, in minutes) required to administer and score each subtest/measure listed, as well as the foundational skill overall.
- Add additional rows if needed for additional subtests within a foundational skill.
- *Note: 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 Skill	Subtest/Measure	Administration Time	Score Time
Alphabetic Knowledge Overall admin/score time:			
Phonological Awareness Overall admin/score time:			
Phonemic Awareness Overall admin/score time:			
Phonics / Decoding Overall admin/score time:			
Word Recognition Overall admin/score time:			
Vocabulary Knowledge Overall admin/score time:			
Listening Comprehension Overall admin/score time:			
Writing Skills Overall admin/score time:			

If additional foundational skill(s) or domain(s) are included in this instrument, describe the foundational skill or domain, the subtests included in the foundational skill or domain, and the time required to administer and score each subtest.

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## 2.2 Foundational Literacy Instruments Only

Describe the content of your instrument by grade level.

- List the subtests/measures (or items if single item) on the instrument that address the foundational skills listed and result in separate scores.
- List the time (per student, in minutes) required to administer and score each subtest/measure listed, as well as the foundational skill overall.
- List if the subtest/measure is timed.
- Add additional rows if needed for additional subtests/measures within a foundational skill.
- *Note: 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.*

### Kindergarten

Foundational Skill	Subtest/Measure	Admin. Time	Score Time	Timed Subtest?
Alphabetic Knowledge Overall admin/score time:				Y/N
				Y/N
				Y/N
Phonological Awareness Overall admin/score time:				Y/N
				Y/N
				Y/N
Phonemic Awareness Overall admin/score time:				Y/N
				Y/N
				Y/N
Phonics / Decoding Overall admin/score time:				Y/N
				Y/N
				Y/N
Word Recognition Overall admin/score time:				Y/N
				Y/N
				Y/N
Vocabulary Knowledge Overall admin/score time:				Y/N
				Y/N
				Y/N
Listening Comprehension Overall admin/score time:				Y/N
				Y/N
				Y/N
Spelling / Encoding				Y/N

Overall admin/score time:				Y/N
				Y/N

If additional foundational skill(s) or domain(s) are included in this instrument for this grade level, describe the foundational skill or domain, the subtests/measures included in the foundational skill or domain, and the time required to administer and score each subtest/measure.

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## Grade 1

Foundational Skill	Subtest/Measure	Admin. Time	Score Time	Timed Subtest?
Alphabetic Knowledge Overall admin/score time:				Y/N
				Y/N
				Y/N
Phonological Awareness Overall admin/score time:				Y/N
				Y/N
				Y/N
Phonemic Awareness Overall admin/score time:				Y/N
				Y/N
				Y/N
Phonics / Decoding Overall admin/score time:				Y/N
				Y/N
				Y/N
Word Recognition Overall admin/score time:				Y/N
				Y/N
				Y/N
Oral Reading Fluency Overall admin/score time:				Y/N
				Y/N
				Y/N
Vocabulary Knowledge Overall admin/score time:				Y/N
				Y/N
				Y/N
Listening Comprehension Overall admin/score time:				Y/N
				Y/N
				Y/N
Reading Comprehension Overall admin/score time:				Y/N
				Y/N
				Y/N
Spelling / Encoding Overall admin/score time:				Y/N
				Y/N
				Y/N

If additional foundational skill(s) or domain(s) are included in this instrument for this grade level, describe the foundational skill or domain, the subtests/measures included in the foundational skill or domain, and the time required to administer and score each subtest/measure.

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Grade 2

Foundational Skill	Subtest/Measure	Admin. Time	Score Time	Timed Subtest?
Phonological Awareness Overall admin/score time:				Y/N
				Y/N
				Y/N
Phonemic Awareness Overall admin/score time:				Y/N
				Y/N
				Y/N
Phonics / Decoding Overall admin/score time:				Y/N
				Y/N
				Y/N
Word Recognition Overall admin/score time:				Y/N
				Y/N
				Y/N
Oral Reading Fluency Overall admin/score time:				Y/N
				Y/N
				Y/N
Vocabulary Knowledge Overall admin/score time:				Y/N
				Y/N
				Y/N
Reading Comprehension Overall admin/score time:				Y/N
				Y/N
				Y/N
Spelling / Encoding Overall admin/score time:				Y/N
				Y/N
				Y/N
Writing in Response to Reading Overall admin/score time:				Y/N
				Y/N
				Y/N

If additional foundational skill(s) or domain(s) are included in this instrument for this grade level, describe the foundational skill or domain, the subtests/measures included in the foundational skill or domain, and the time required to administer and score each subtest/measure.

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Grade 3

Foundational Skill	Subtest/Measure	Admin. Time	Score Time	Timed Subtest?
Phonics / Decoding Overall admin/score time:				Y/N
				Y/N
				Y/N
Word Recognition Overall admin/score time:				Y/N
				Y/N
				Y/N
Oral Reading Fluency Overall admin/score time:				Y/N
				Y/N
				Y/N
Vocabulary Knowledge Overall admin/score time:				Y/N
				Y/N
				Y/N
Reading Comprehension Overall admin/score time:				Y/N
				Y/N
				Y/N
Spelling / Encoding Overall admin/score time:				Y/N
				Y/N
				Y/N
Writing in Response to Reading Overall admin/score time:				Y/N
				Y/N
				Y/N

If additional foundational skill(s) or domain(s) are included in this instrument for this grade level, describe the foundational skill or domain, the subtests/measures included in the foundational skill or domain, and the time required to administer and score each subtest/measure.

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Dyslexia Screening

Describe the content of your Dyslexia screener.

- List each subtest (or items if single item) on the screener that addresses the required skills and results in separate scores.
- List the time (per student, in minutes) required to administer and score each subtest listed as well as the screener overall.

- Add additional rows if needed.

Kindergarten

Subtest	Administration Time	Score Time

Overall administration time for kindergarten dyslexia screener:

When is the kindergarten dyslexia screener available for administration? (Select all that apply)

- Beginning of year
  Middle of year
  End of year

Grade 1

Subtest	Administration Time	Score Time

Overall administration time for the grade 1 dyslexia screener:

When is the grade 1 dyslexia screener available for administration? (Select all that apply)

- Beginning of year
  Middle of year
  End of year

### 2.3 Foundational Numeracy Instruments Only

Describe the content of your instrument by grade level.

- List the subtests/measures (or items if single item) on the instrument that address the foundational skills listed and result in separate scores.
- List the time (per student, in minutes) required to administer and score each subtest/measure listed, as well as the foundational skill overall.
- List if the subtest/measure evaluates fluency and accuracy.
- Add additional rows if needed for additional subtests/measures within a foundational skill.
- *Note: 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.*

Kindergarten

Foundational Skill	Subtest/Measure	Admin. Time	Score Time	Measures fluency and accuracy?
Cardinality and One-to-One Correspondence Overall admin/score time:				Y/N
				Y/N
				Y/N
Subitizing Overall admin/score time:				Y/N
				Y/N
				Y/N
Number Representation/ Recognition Overall admin/score time:				Y/N
				Y/N
				Y/N
Counting Overall admin/score time:				Y/N
				Y/N
				Y/N
Composing and Decomposing Overall admin/score time:				Y/N
				Y/N
				Y/N
Simple Addition and Subtraction Problems Overall admin/score time:				Y/N
				Y/N
				Y/N
Comparing and Ordering Numbers Overall admin/score time:				Y/N
				Y/N
				Y/N
Magnitude of Numbers Overall admin/score time:				Y/N
				Y/N
				Y/N
Geometry Overall admin/score time:				Y/N
				Y/N
				Y/N
Measurement Overall admin/score time:				Y/N
				Y/N
				Y/N

If additional foundational skill(s) or domain(s) are included in this instrument for this grade level, describe the foundational skill or domain, the subtests/measures included in the foundational skill or domain, and the time required to administer and score each subtest/measure.

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Grade 1

Foundational Skill	Subtest/Measure	Admin. Time	Score Time	Measures fluency and accuracy?
Cardinality and One-to-One Correspondence Overall admin/score time:				Y/N
				Y/N
				Y/N
Subitizing Overall admin/score time:				Y/N
				Y/N
				Y/N
Number Representation/ Recognition Overall admin/score time:				Y/N
				Y/N
				Y/N
Counting Overall admin/score time:				Y/N
				Y/N
				Y/N
Composing and Decomposing Overall admin/score time:				Y/N
				Y/N
				Y/N
Simple Addition and Subtraction Problems Overall admin/score time:				Y/N
				Y/N
				Y/N
Comparing and Ordering Numbers Overall admin/score time:				Y/N
				Y/N
				Y/N
Place Value Overall admin/score time:				Y/N
				Y/N
				Y/N
Magnitude of Numbers Overall admin/score time:				Y/N
				Y/N
				Y/N
Geometry Overall admin/score time:				Y/N
				Y/N
				Y/N
Measurement Overall admin/score time:				Y/N
				Y/N

				Y/N
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If additional foundational skill(s) or domain(s) are included in this instrument for this grade level, describe the foundational skill or domain, the subtests/measures included in the foundational skill or domain, and the time required to administer and score each subtest/measure.

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Grade 2

Foundational Skill	Subtest/Measure	Admin. Time	Score Time	Measures fluency and accuracy?
Number Representation/ Recognition Overall admin/score time:				Y/N
				Y/N
				Y/N
Composing and Decomposing Overall admin/score time:				Y/N
				Y/N
				Y/N
Simple Addition and Subtraction Problems Overall admin/score time:				Y/N
				Y/N
				Y/N
Math Facts – Automaticity Overall admin/score time:				Y/N
				Y/N
				Y/N
Fractions Overall admin/score time:				Y/N
				Y/N
				Y/N
Comparing and Ordering Numbers Overall admin/score time:				Y/N
				Y/N
				Y/N
Place Value Overall admin/score time:				Y/N
				Y/N
				Y/N
Magnitude of Numbers Overall admin/score time:				Y/N
				Y/N
				Y/N
Geometry Overall admin/score time:				Y/N
				Y/N
				Y/N

Measurement				Y/N
Overall admin/score time:				Y/N
				Y/N

If additional foundational skill(s) or domain(s) are included in this instrument for this grade level, describe the foundational skill or domain, the subtests/measures included in the foundational skill or domain, and the time required to administer and score each subtest/measure.

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Grade 3

Foundational Skill	Subtest/Measure	Admin. Time	Score Time	Measures fluency and accuracy?
Number Representation/ Recognition Overall admin/score time:				Y/N
				Y/N
				Y/N
Composing and Decomposing Overall admin/score time:				Y/N
				Y/N
				Y/N
Simple Addition and Subtraction Problems Overall admin/score time:				Y/N
				Y/N
				Y/N
Math Facts – Automaticity Overall admin/score time:				Y/N
				Y/N
				Y/N
Fractions Overall admin/score time:				Y/N
				Y/N
				Y/N
Comparing and Ordering Numbers Overall admin/score time:				Y/N
				Y/N
				Y/N
Place Value Overall admin/score time:				Y/N
				Y/N
				Y/N
Magnitude of Numbers Overall admin/score time:				Y/N
				Y/N
				Y/N
Geometry				Y/N

Overall admin/score time:				Y/N
				Y/N
Measurement				Y/N
Overall admin/score time:				Y/N
				Y/N

If additional foundational skill(s) or domain(s) are included in this instrument for this grade level, describe the foundational skill or domain, the subtests/measures included in the foundational skill or domain, and the time required to administer and score each subtest/measure.

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### Section 3. Psychometric Evidence

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

#### 3.1 General

Year(s) normative data was collected (list years for all samples used to establish psychometrics for the version of the assessment):

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

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

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Submit suitable psychometric data from the instrument development process (ex; factor analysis; IRT including but not limited to the standard error of measurement, and indices of item discrimination and difficulty).

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

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### 3.2 Reliability

Describe evidence of reliability.

- Reliability should be reported for all tests, subtests, domains, etc., and scores generated by the assessment.
- Reliability should be reported for student demographic subgroups – preferably by gender, race/ethnicity, English learner 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.

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

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### 3.3 Validity

Describe evidence of validity.

- Validity should be reported for all tests, subtests, domains, etc., and scores generated by the assessment.
- The following types of validity evidence should be provided:
  - Content validity
  - Convergent and discriminant validity
  - Predictive validity (should include the following, depending on type of instrument applicant is applying for)
    - Evidence that performance on a beginning of year screener is related to future performance on the middle and end of year portions of the assessment.
    - Evidence that performance on the beginning and/or middle of year portions of the assessment are related to end of year performance.
    - Evidence that performance on the end of year portion of the assessment (minimally) is related to future performance on the Texas STAAR reading assessment.
    - **Note: 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.*

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

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### 3.4 Classification Accuracy and Consistency

**Provide evidence of classification accuracy (the extent to which the instrument is able to accurately classify students into “risk” categories) 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 assessment 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.

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

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### 3.5 Test Bias

**Provide evidence of analyses and results completed to identify and mitigate test bias in the instrument.**

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

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

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### 3.6 Growth and Improvement

Provide 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.).

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

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## Section 4. Administration, Training, and Scoring

### 4.1 Administration

**What is the instrument administration format?** One-on-one (one student at a time) | Group Setting (multiple students at a time)

**Provide a brief description of the administration, including who may administer the instrument (e.g., teachers, teacher assistants, interventionists, etc.) and what is required of the student.**

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

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### 4.2 Training

Describe the training required for instrument administrators, including the estimated amount of time for training. Include any special qualifications required of administrators. If training certification is required prior to administration of the instrument, describe the certification requirements, cost, etc.

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

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### 4.3 Scoring

How is the instrument scored (this refers to how scores are generated, not how the instrument is administered): Manual (paper) | Manual (web-based entry) | Computer automated (test administered on the computer and automatically scored) | Other

If other – describe: \_\_\_\_\_

Describe the scoring of the instrument. Provide information about how each individual domain and underlying skill(s), and the full instrument are scored (e.g., does each domain receive an individual score, does each skill receive an individual score, is there a score for the entire instrument, are there scores for combined portions of the instrument, etc.). For all scores provided, describe the type of scores provided (e.g., raw score, t score, percentile, performance category, etc.).

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

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## Section 5. Reporting and Instructional Use

### 5.1 Viewing and Reporting

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

- Individual student
- District
- Whole classroom/teacher
- Identification of students requiring targeted intervention
- Whole school
- Parent view

Describe how scores can be disaggregated and reported separately for subgroups.

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**Does the instrument provide easily generated (e.g., automated) reports for the following? (Select all that apply)**

- Individual students
- Whole classrooms/teachers
- Whole schools
- District
- Identification of students requiring targeted intervention
- Parents – in English
- Parents – in another language (list the language(s)): \_\_\_\_\_

**Describe how reports are generated and any human intervention or time required to generate the reports, as well as the general content of available reports.**

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

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**Foundational Literacy Instruments Reporting Requirements Only**

**Does the instrument provide clear, easy-to-understand student reading progress reports that include progress from previous administrations of the same instrument that may be distributed to parents in English, Spanish, or to the extent applicable, any other language spoken by a parent, as required by Texas Education Code, §28.0063(b)(7)?**

- Yes, in English and Spanish
- Yes, in English, Spanish, and additional languages: \_\_\_\_\_
- No

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

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**5.2 Instructional Use**

**Describe the teacher resources that are available and accessible that align with/support this instrument (e.g., teacher grouping support, instructional activities targeting specific student or student group instructional needs, etc.).**

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

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Describe the family resources that are available and accessible that align with/ support this instrument (e.g., family activities aligned to student needs, etc.). Please include any information about any additional costs associated with access to and/or use of these resources.

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

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### Section 6. Accessibility and Accommodations

Describe how this instrument meets the requirements for accessibility as mandated by the Americans with Disability Act (ADA) and Section 508 of the Rehabilitation Act.

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

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### Section 7. Data Sharing and Interoperability

Read the sections below and check the boxes to indicate the publisher’s understanding of, and agreement with, the requirements as described below.

- Campuses will 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 will 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 will 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.

We understand and agree to comply with the data sharing and interoperability requirements as stated below. Applicant initials: \_\_\_\_\_

## Section 8. TEA Preferences

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

Does the instrument 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)? Yes | No

If yes, describe: \_\_\_\_\_

Does the instrument or vendor offer ongoing training resources that extend beyond initial implementation (e.g., self-paced modules, refresher training, embedded videos, practice scoring opportunities)? Yes | No

If yes, describe: \_\_\_\_\_

### 8.2 Preferences for Foundational Literacy Instruments

Does the applicant (publisher, vendor, or organization) offer screener-aligned diagnostic assessments designed to pinpoint specific foundational skill gaps? Yes | No

If yes, describe: \_\_\_\_\_

### 8.3 Preferences for Foundational Numeracy Instruments

Does the applicant (publisher, vendor, or organization) offer screener-aligned diagnostic assessments designed to pinpoint specific foundational skill gaps? Yes | No

If yes, describe: \_\_\_\_\_

Does the applicant (publisher, vendor, or organization) offer screener-aligned intervention systems that connect identified needs to instructional action? Yes | No

If yes, describe: \_\_\_\_\_

Does the instrument provide automaticity reporting? Yes | No

If yes, describe: \_\_\_\_\_

Does the instrument provide mastery tracking across foundational numeracy domains? Yes | No

If yes, describe: \_\_\_\_\_



### Section 9. Additional Information for the Review

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In this section, please add any information not already provided above to help with the review of this instrument.

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