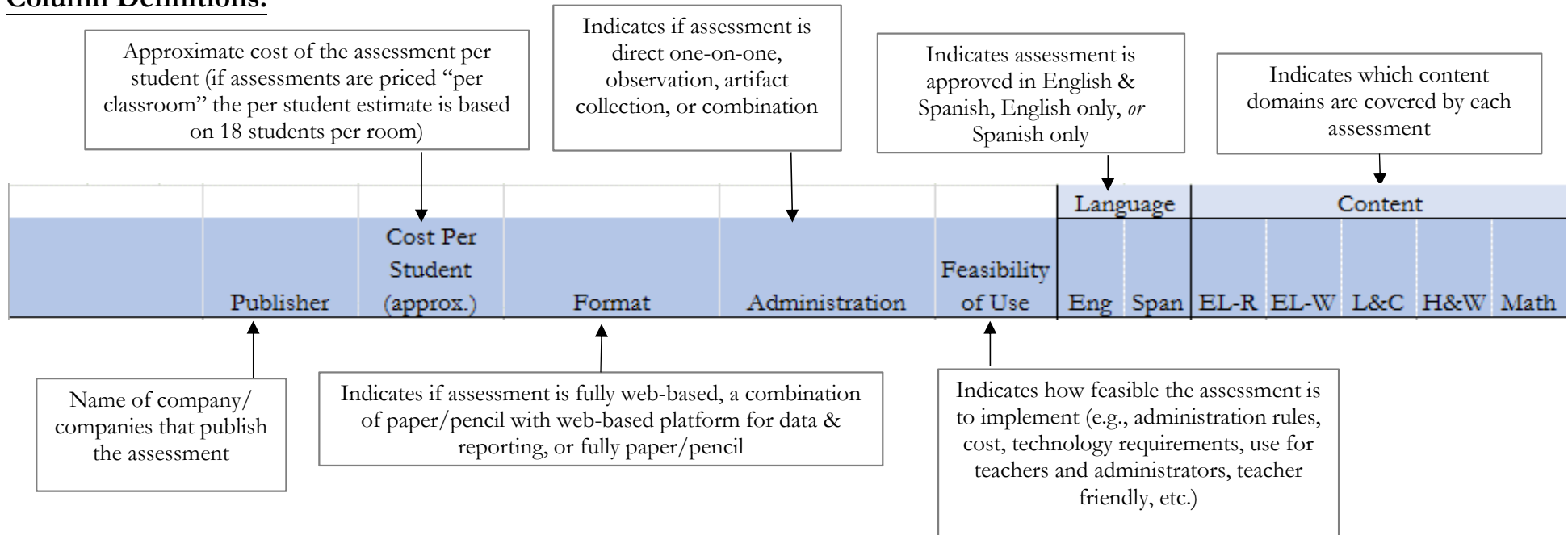


The Commissioner's List of Approved Prekindergarten Assessment Instruments

Criteria to consider:

- All public prekindergarten programs are strongly encouraged to adopt high quality prekindergarten requirements including measurement of each prekindergarten student's progress in meeting the recommended end of year outcomes identified in the Texas Prekindergarten Guidelines.
- Whenever possible, skill levels of children who speak a language other than English should be assessed in both their home language and English.
- Selected instrument(s) for use to meet the high quality prekindergarten requirements must measure the following domains: (1) emergent literacy-reading, (2) mathematics, (3) emergent literacy-writing, (4) language and communication, and (5) health and wellness development. This may include a single assessment covering all domains or a combination of assessments.

Column Definitions:



Content Coverage Key:



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

The Commissioner's List of Approved Prekindergarten Assessment Instruments

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

SPM Tool	Publisher	Cost Per Student (approx.)	Format	Administration	Feasibility of Use	Language		Content				
						Eng	Span	EL-R	EL-W	L&C	H&W	Math
CIRCLE	CLI	\$0 for Texas public kindergarten	web-based	Direct & observation	high	✓	✓	✓	✓	✓	✓	✓
	Liberty Source	\$9.50	web-based		medium							
DIAL-4[±]	Pearson	\$13.80	paper/pencil w/online platform	Direct & observation	medium	✓	✓	✓	✓	✓	✓	✓
Work Sampling System[±]	Pearson	\$5.79	paper/pencil w/online platform	Observation & artifacts	medium	✓	✓	✓	✓	✓	✓	✓
Ready, Set, K!	E3 Alliance	\$12.50	paper/pencil w/online platform	Direct, observation & artifacts	medium	✓	✓	✓	✓	✓	✓	✓
GOLD	Teaching Strategies	\$10.95	paper/pencil w/online platform	Direct, observation & artifacts	medium	✓	✓	✓	✓	✓	✓	✓
Frog Street Assessment	Frog Street Press	\$11.00	web-based	Direct & observation	low	✓	✓	✓	✓	✓	✓	✓
Note: The assessment below this line assesses 5 domains of development, but does not assess in Spanish												
LAP-3	Kaplan Early Learning	\$26 - \$36	paper/pencil w/online platform	Direct & observation	low	✓		✓	✓	✓	✓	✓
Note: The assessments below this line assess 2 or fewer domains of development.												
BASC-3 BESS[±]	Pearson	\$9.88	paper/pencil w/online platform	Observation	high	✓	✓*				✓	
ISIP - Early Reading[±]	Istation	\$5.95	web-based	Direct	medium	✓		✓		✓		

*Observation/survey only; parent report available in Spanish

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

Title of Assessment: CIRCLE Progress Monitoring

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

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

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

Feasibility of Use:

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

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

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

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

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

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

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

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

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

Additional domains: science, social studies

Time requirement: approximately 2.5 to 10 minutes per subtest

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

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

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

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

Feasibility of Use:

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

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

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

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

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

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

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

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

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

Additional domains: concepts - colors

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

Title of Assessment: Work Sampling System

Publisher:	Pearson
Language:	English and Spanish
Price per student:	\$5.79
Administration Format:	Paper/pencil with online platform

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

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

Feasibility of Use:

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

Summary: a performance assessment system teachers can use to document and evaluate students' skills, knowledge and behaviors by observing and rating actual classroom experiences, activities, and student products. Provides basis for determining a student's level of knowledge and skills in relation to content standards.

Feasibility strengths: May serve as a comprehensive guide for planning instruction. Requires no additional activity from students beyond participating in the typical school day.

Feasibility limitations: minimal standardization (teachers must create opportunities for students to demonstrate competencies). Teachers would be required to fully incorporate the system into daily instruction and evaluation of student skills. Aggregation of scores across classrooms/schools is minimally feasible without strict standardization of administration.

Administration: 2-3 times per year, teachers will complete a Developmental Checklist for each child, based upon a review of documented observations in relation to the Developmental Guideline criteria specific to the grade/age level.

Scoring: performance category score only (not yet, in process, proficient)

Age alignment: 3 years 0 months through the end of 3rd grade

Psychometric strengths: generalizable to a Texas population; moderate decision making features; moderate validity (predictive)

Psychometric limitations: no specified improvement rates for progress monitoring; difficult to achieve reliability between raters

Additional domains: scientific thinking, social studies, the arts, health and safety

Time requirement: observations 15-20 min/day; completing checklist 3-5 min.

Title of Assessment: Ready, Set, K!

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

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

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

Feasibility of Use:

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

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

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

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

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

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

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

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

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

Additional domains: science

Time requirement: 15 minutes per student each 9 weeks

Title of Assessment: GOLD

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

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

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

<u>Feasibility of Use:</u>		
Teacher Friendly		*0=no evidence; 1=minimal; 2=moderate; 3=strong
Administrator Friendly		
Administration Format		
Language		
Student Friendly		
Cultural Relevance		

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

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

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

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

Scoring: raw, scaled, norm-referenced, category

Age alignment: birth through the end of 3rd grade

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

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

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

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

Title of Assessment: Frog Street Assessment

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

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

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

Feasibility of Use:

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

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

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

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

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

Scoring: raw (including percent correct) and category

Age alignment: 4 and 5 year olds in prekindergarten

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

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

Additional domains: none

Time requirement: 2 minutes per subtest

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

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

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

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

Feasibility of Use:

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

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

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

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

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

Scoring: raw scores, age equivalency, category

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

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

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

Additional domains: cognitive, self-help

Time requirement: 1 and 1/2 hours

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

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

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

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

Feasibility of Use:

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

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

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

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

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

Scoring: raw scores, norm-referenced

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

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

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

Additional domains: none

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







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

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

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

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

Feasibility of Use:

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

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

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

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

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

Scoring: scaled score, norm-referenced, category

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

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

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

Additional domains: none

Time requirement: approximately 30 minutes