2026-27 Approved Early Mathematics Assessments

Introduction

This summary contains assessments reviewed for use as universal screening and progress monitoring tools to meet the requirements of House File 784 which, in part, requires schools to screen all students in kindergarten through grade six, three times a year using a valid and reliable assessment. This summary provides the list of approved assessments schools must choose from for screening and progress monitoring. Presented alphabetically and indicated by ✓ in the following tables are the reviewed and approved assessments. Following each assessment are the administration format(s), approximate administration time and if there is a current Panorama Student Success data integration. For those without an integration see MTSS Data System Integration note.

Universal Screening

aimswebPlus (NCS Pearson)

	K	1	2	3	4	5	6
aimswebPlus Composite	✓	✓	✓	✓	✓	✓	✓

Individually and group administered. Grades K-1 (10-20 min.), Grades 2-6 (25-40 min.). Existing data integration with Panorama Student Success.

Classworks Mathematics Universal Screener (TouchMath Acquisition)

	K	1	2	3	4	5	6
Classworks Mathematics Universal Screener			✓		✓	✓	✓

Individually or group computer-administered. Grades 2-4 (25-35 mins.), Grades 5-6 (30-40 min.). No current data integration with Panorama Student Success.

easyCBM (Riverside Assessments)

	K	1	2	3	4	5	6
Proficient Mathematics				✓	✓	✓	✓

Individually or group computer-administered. 20 minutes. No current data integration with Panorama Student Success.

Exact Path (Edmentum)

	K	1	2	3	4	5	6
Exact Path Mathematics Diagnostic Assessment	✓	✓	✓	✓	✓	✓	✓

Individually or group computer-administered. Grades K-2 (15-18 min.) Grades 2-3 (30-40 min.), grades 4-6 (50-55 min.). Existing data integration with Panorama Student Success.

FastBridge (Renaissance Learning)

	K	1	2	3	4	5	6
earlyMath Composite	✓	✓					
aMath	✓	✓	✓	✓	✓	✓	✓
CBMmath Automaticity		✓	✓	✓	✓	✓	✓

Computer-administered: aMath (10-15 min.), CBMmath Automaticity (4 min.) Individually Administered: earlyMath Composite (4 min.). Individually administered: earlyMath Composite (4 min.). Existing data integration with Panorama Student Success

i-Ready (Curriculum Associates)

	K	1	2	3	4	5	6
Inform	✓	✓	✓	✓	✓	✓	✓

Individually or group computer-administered. K-1st (25-35 min.), grades 2-6 (40-75 min.). Existing data integration with Panorama Student Success.

IXL assessments (IXL Learning)

	K	1	2	3	4	5	6
LevelUp Universal Math Screener	✓	✓	✓	✓	✓	✓	✓
LevelUp Diagnostics for Math	✓	✓	✓	✓	✓	✓	✓

Computer-administered. Universal Math Screener 10-20 minutes, Diagnostic for Math 45 min. No current data integration with Panorama Student Success.

MAP (NWEA, a division of HMH)

	K	1	2	3	4	5	6
MAP Growth		✓	✓	✓	✓	✓	✓

Individually or group computer-administered. Grades 1-2 (30-40 min.) Grades 3-6 (40-50 min.). Existing data integration with Panorama Student Success.

mCLASS Math (Amplify Education)

	K	1	2	3	4	5	6
mCLASS Math	✓	✓	✓	✓	✓	✓	

Individually or group computer-administered. 20-30 minutes. Existing data integration with Panorama Student Success.

Star assessments (Renaissance Learning)

	K	1	2	3	4	5	6
Star Math	✓	✓	✓	✓	✓	✓	✓
Star CBM Math: Quantity Comparison		✓					
Star CBM Math: Addition to 10		✓					

Individually administered: CBM Math subtests (1-3 min. each). Computer-administered: Star Math (15-25 min.). Existing data integration with Panorama Student Success.

Universal Screener for Number Sense (Forefront Education)

	K	1	2	3	4	5	6
Universal Screener for Number Sense (USNS)	✓	✓	✓	✓	✓	✓	

Individually administered. K-1 (3-6 min.) 2-5 (5-7 min.). Group or whole class paper and pencil winter and spring: K-1 (20-30 min.), 2-4 (30-40 min.), 5 (40-60 min.). No current data integration with Panorama Student Success.

Progress Monitoring

Acadience Math (Acadience Learning)

	K	1	2	3	4	5	6
Number Identification Fluency (NIF)	✓	✓					
Advanced Quantity Discrimination (AQD)		✓					
Computation			✓	✓	✓		
Concepts and Applications			✓	✓		✓	✓

Individually administered: NIF and AQD (1-2 mins.). Individual or group-administered: Computation (2-6 min.), Concepts and Applications (5-15 min.). Existing data integration with Panorama Student Success.

aimswebPlus (NCS Pearson)

	K	1	2	3	4	5	6
Quantity Total Fluency	✓						
Number Naming Fluency	✓						
Number Comparison Fluency - Pairs		✓					
Math Facts Fluency - 1 Digit		✓					
Number Comparison Fluency - Triads			✓	✓	✓		✓
Mental Computation Fluency				✓			

Individually and group administered. 1-4 min depending on the subtest. Existing data integration with Panorama Student Success.

FastBridge (Renaissance Learning)

	K	1	2	3	4	5	6
Match Quantity	✓						
Number Sequence	✓						
Numeral Identification	✓	✓					
Decomposing		✓					
Place Value		✓					
CBMmath Automaticity		✓	✓	✓	✓	✓	✓

Individually administered: earlyMath subtests (1 min.). Computer-administered: CBMmath Automaticity (4 min.). Existing data integration with Panorama Student Success.

IXL assessments (IXL Learning)

	K	1	2	3	4	5	6
Flex Diagnostic for Math	✓	✓	✓	✓	✓	✓	✓
LevelUp Diagnostic for Math	✓	✓	✓	✓	✓	✓	✓

Computer-administered. 45 minutes plus additional items each week. No current data integration with Panorama Student Success.

Star Math (Renaissance Learning)

	K	1	2	3	4	5	6
Star Math		✓	✓	✓	✓	✓	✓
Numeral Recognition	✓	✓					
Quantity Comparison	✓	✓					
Addition to 10		✓	✓				
Mixed Addition and Subtraction				✓			
Multiplication to 100				✓			

Individually administered: CBM Math subtests (1-3 min. each). Computer administered: Star Math (10-15 min.). Existing data integration with Panorama Student Success.

MTSS Data System Integration

Also reported for each assessment is if there is a current data integration with Iowa's MTSS data system, Panorama Student Success. Assessment vendors without a current data integration will require districts to securely share fall, winter, and spring screening files with the Department at the end of each screening window. The Department will contact districts to provide information on how to securely share files. Progress monitoring data for these vendors will not be automated and data will need to be manually entered into interventions for these measures.

Review Criteria

Universal screening is administered three times per year to identify students who are at risk. For this, the measure needs to accurately identify students who are likely to be below proficiency in future mathematics

while also minimizing incorrect risk identifications. For universal screening, Area Under the Curve, and related Specificity/Sensitivity statistics, needed to be provided by the vendor and at least meet a minimum standard in prediction to a broad indicator of mathematics. The review team needed to find developer established criteria for success/risk (i.e., benchmarks) with a sound, documented process for establishing the benchmarks.

Requirements for progress monitoring state that assessments be able to be used at least bi-weekly, be reliable, sensitive to change, and able to show improvement with as much consistency as possible. The review process also required a description of how the developer worked to make the forms similar as well as the number of available forms.

The review process considered test administration time. For screening and progress monitoring measures there is a give and take between using a longer test that might produce more accurate or more detailed results, versus a shorter test that minimizes the amount of instructional time lost to testing. In addition to minimum technical characteristics (e.g., accuracy, reliability) it is important that assessment duration minimizes lost instructional time.

Selecting an Assessment System

When considering options for an assessment system to be used for screening and monitoring progress, a system that contains both individual and group-administered measures is valuable because it offers options for implementation, as well as accommodating students who may not be a good fit for one or the other mode of administration. Teams may want to look for a coherent system – one where there are no gaps at any grade or season.

Most screeners are general outcome measures that assess how a student is doing in relation to grade-level proficiency. Assessments for monitoring progress are either general outcome measures or mastery measurements. Mastery measurements focus on a single skill, which enables an educator to track a student’s progress in that specific skill. Teams may want to look for a system that offers both general outcome measures and mastery measurements. As teams select their assessment system, keep the focus on a quality assessment system to support mathematics, not simply on compliance.

Alternate Math Assessment

Students whose individualized education program (IEP) teams have determined they are eligible to participate in Iowa's alternate assessments will complete the Early Mathematics Alternate Screener (EMAS). The EMAS is the only approved mathematics screener and progress monitoring tool for students in kindergarten through grade 6 who participate in the alternate assessment. The EMAS contains the domains of number sense, geometry, algebraic and functional reasoning, and measurement, data and analysis for grades one through six and kindergarten contains the domains of number sense, geometry, and algebraic and functional reasoning.