2025-26 Approved Early Mathematics Assessments

Introduction

House File 784 (HF 784) requires schools to screen all students in kindergarten through grade six, three times a year using a valid and reliable assessment that is on the list developed by the Iowa Department of Education. Students who do not meet the benchmark on two consecutive screeners are identified as "persistently at risk". Schools must provide intervention, a personalized math plan and progress monitoring at least biweekly for students identified as "persistently at risk" until the student performs proficiently on the statewide summative assessment or performs at benchmark on two consecutive screeners. 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.

Universal Screening

aimsweb™Plus (NCS Pearson, Inc.)

	K	1	2	3	4	5	6
aimsweb™Plus Composite	✔	✔	✔	✔	✔	✔	✔

The administration time is approximately 10-20 minutes for grades K-1 and approximately 25-40 minutes for grades 2-6.

Classworks Mathematics Universal Screener (TouchMath Acquisition LLC)

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

The administration time is approximately 25-35 minutes for grades 2 and 4, and approximately 30-40 minutes for grades 5 and 6.

Exact Path Mathematics Diagnostic Assessment (Edmentum, Inc.)

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

The average administration time varies by grade level. 1st grade – 18 minutes, 2nd grade – 30 minutes, 3rd grade – 41 minutes, 4th grade – 50 minutes, 5th grade – 56 minutes, and 6th grade – 55 minutes.

FastBridge (Renaissance Learning, Inc.)

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

The average administration time for aMath is 10-15 minutes. The average administration time for CBMmath Automaticity is approximately 4 minutes. The average administration time for earlyMath Composite is approximately 4 minutes.

i-Ready Diagnostic (Curriculum Associates)

	K	1	2	3	4	5	6
i-Ready Diagnostic	✔	✔	✔	✔	✔	✔	✔

The average administration time varies by grade level. K-1st grade: average student takes 25-35 minutes. 2nd grade – 5th grade: average student takes 40-60 minutes. 6th grade: average student takes 60-75 minutes.

IXL Universal Math Screener (IXL Learning, Inc.)

	K	1	2	3	4	5	6
IXL Universal Math Screener		✔	✔	✔			✔

The average administration time varies by grade level. 1st grade – 12 minutes, 2nd grade – 17 minutes, 3rd grade – 19 minutes, and 6th grade – 21 minutes.

MAP Growth (NWEA®, a division of HMH Education Company)

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

The average administration time varies by grade level. 1st grade – 31 minutes, 2nd grade – 38 minutes, 3rd grade – 42 minutes, 4th grade – 47 minutes, 5th grade – 52 minutes, and 6th grade – 49 minutes.

Star Math (Renaissance Learning, Inc.)

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

The average administration time for Star Math varies by grade level. 1st grade – 15 minutes, 2nd grade – 18 minutes, 3rd grade – 22 minutes, 4th grade – 23 minutes, 5th grade – 24 minutes, and 6th grade – 25 minutes. The average administration time for Star CBM Math is 3 minutes per subtest.

Progress Monitoring

aimsweb™Plus (NCS Pearson, Inc.)

	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				✔			

The administration time is approximately 1-3 minutes for grades K-1 and 5-8 minutes for grades 2-6, depending on the measures administered.

FastBridge (Renaissance Learning, Inc.)

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

The average administration time is approximately 1 minute per subtest for earlyMath. The average administration time for CMBmath Automaticity is approximately 4 minutes.

IXL Flex Diagnostic (IXL Learning, Inc.)

	K	1	2	3	4	5	6
IXL Flex Diagnostic	✔	✔					✔

The average administration time is approximately 45 minutes. After completing the initial assessment, which takes 45 minutes, students can answer a small number of diagnostic questions each week.

Star Math (Renaissance Learning, Inc.)

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

The average administration time for Star Math is 10 minutes for 1st grade, 12 minutes for 2nd grade, 13 minutes for 3rd grade, and 14 minutes for grades 4-6. The average administration time for Star CBM Math is 3 minutes per subtest.

Additional Assessments Reviewed

Four additional assessments were received by the Iowa Department of Education Review Team. These did not provide evidence of the necessary characteristics to be included for universal screening or progress monitoring.

- The *Acadience Math K-6* assessment was submitted by Acadience Learning LLC. The submission did not meet the criteria for sensitivity for screening and did not include the required reliability of slope statistic for progress monitoring.
- The *easyCBM Proficient Mathematics* assessment was submitted by Riverside Assessments. The submission did not include the necessary specific fall, winter and spring risk benchmark thresholds.
- The *HMH Math Growth Measure* assessment was submitted by HMH. The submission did not provide the required documentation of the assessment statistics.
- The *mCLASS Math* assessment was submitted by Amplify Education. The submission did not meet the criteria for sensitivity for screening and did not include the required reliability of slope statistic for progress monitoring.

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 assessments while also minimizing incorrect 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 of 0.70 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 reasonable, documented process for establishing the benchmarks.

Requirements for progress monitoring state that assessments be able to be administered at least biweekly, be time-efficient, reliable, sensitive to change, and able to show improvement with as much consistency as possible. More consistent (reliable) assessments mean less score “bounce” across monitoring probes, making the child’s growth easier to discern. The review process considered a reliability of slope score of 0.60 to be the minimum acceptable score, with higher scores being more desirable. 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 administration time. For screening and progress monitoring measures, there is a trade-off between using a longer test that may produce more accurate or 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), the assessment duration must be minimized to prevent 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.