

April 2013

IOWA Department of Education

A Summary Report of
Iowa's Review of PreK-
6 Reading
Assessments for
Universal Screening
and Progress



Iowa Department of Education

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This document contains summary information for the Iowa Department of Education’s review of PreK-6th grade reading assessments for the purposes of Universal Screening and Progress Monitoring. It is intended to provide general information to help inform decisions about selecting assessments for use as a part of Iowa’s Response to Intervention work.

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DEFINITIONS

The following are brief descriptions of what each column of information means in the summaries of the reviews of the universal screening and progress monitoring assessments. Each description below represents one column of information, starting with the column title in bold. For more information, you can download the rubric from the Iowa Department of Education's Rtl website.

RFP, RFI, Initial Review: Assessments submitted through a **Request for Proposal (RFP)** process for the Iowa DE to purchase for all schools in Iowa. The DE could only consider purchasing assessments that included complete RFP proposals. Additional assessments were submitted through a **Request for Information (RFI)** process, in order to provide up-to-date information from vendors. Committees of measurement experts reviewed additional assessments (**Initial Review**) when at least two districts reported using them for universal screening or progress monitoring. Vendors were provided with the opportunity via the RFI/RFP process to submit their own data for these assessments but did not choose to participate.

Universal Screening: This score is on a scale from 0-230 (higher is better). It addresses how accurately an assessment identifies students in need of assistance using statistics called Area Under the Curve (AUC) and Specificity/Sensitivity. Of particular interest is the universal screening assessment's ability to predict students likely to be proficient on a comparison criterion test (e.g., the Iowa Assessments).

Progress Monitoring: This score is on a scale from 0-230 (higher is better). It addresses how well an assessment measures student growth in a key skill over time in response to an intervention. Also of interest is the number of equivalent forms and how equivalent difficulty was determined.

Reliability and Validity: This score is on a scale from 0-40, and is part of the *General Technical Adequacy* section of the rubric. The score is based on the quality of at least one form of reliability (a measure of consistency such as inter-rater agreement) and the quality of a criterion validity correlation (a measure of how the assessment compares to another meaningful outcome measure).

Cost per Student: The proposed dollar amount per pupil to purchase the assessment, based on a class of 25 students. If this information is not available, contact the publisher for cost estimates (indicated by the key "pub"). These costs are subject to change and should be verified as needed.

Time per Student: The amount of time it takes to administer the assessment with a student, summarized by number of minutes.

Access to Student Data After Entry: The amount of time from the student performance to the production of a usable score (i.e., "getting the data back"), from "Instant" to "Over 5 Days."

Teacher Training Required: The typical amount of training required to reliably administer the assessment, summarized by number of days.

Grade: The grade level(s) for which the assessment is appropriate to use, from PK3 through grade 6. This information is summarized as a range (e.g., 1-6) when appropriate for more than one grade level. Note that PK3 = 3 year-old preschool, PK4 = 4 year-old preschool.

Skill(s) Assessed: The skill(s) addressed by the assessment, as reported by the developer of the assessment. Potential users of a measure are encouraged to examine the assessments and make their own determination of the skills assessed. Each skill area is indicated by an abbreviation: Expressive Language (EL), Receptive Language (RL), Concepts of Print (CP), Letter Naming (LN), Phonological Awareness (PA), Phonics/Decoding (P/D), Sight Word Reading (SW), Vocabulary (V), Comprehension (C), Fluency/Passage Reading (F/PR), Spelling (S), Writing (W)

Universal Screening Assessments: Review Summary

Assessment	Universal Screening	Reliability and Validity	Cost per Student	Time per Student	Access to Student Data After Entry	Teacher Training Required	Grade	Skills Assessed
*= RFP; **=RFI, ***=Initial Review	0-230	0-40	\$ per kid, class of 25	minutes		# of days		see key at bottom of document
Texas Primary Reading Inventory (TPRI) **	212	35	\$8.79 - \$9.59	1 to 5	Same Day	0.5	K-4	CP, LN, PA, P/D, SW, V, C, S
FAST earlyReading Kindergarten Composite *	193	20	\$2.00	5 to 7	Instant	0.5	K	CP, PA
Phonological Awareness and Literacy Screening (PALS-K) *	187	38	\$9.33	30	Instant	0.5	K	CP, LN, PA, P/D, SW, S
AIMSweb - Letter Sound Fluency **	181	21	\$4.00	1	Instant	0	K-1	CP, PA
FAST Adaptive Reading (aReading) *	180	39	\$2.00	6 to 20	Instant	0.5	K-5	CP, PA, P/D, V, C
mCLASS:Reading 3D *	179	28	\$20.90	5 to 8	Instant	1 to 2	K-3	RL, CP, LN, PA, P/D, SW
Measures of Academic Progress (MAP/NWEA) **	176	22	\$9.45	35	Instant	1	3-6	V, C
Edcheckup Standard Reading Passages **	176	36	\$2.00	5	Instant	0.5	4-6	F/PR
FAST Curriculum Based Measurement for Reading (CBM-R) *	176	39	\$2.00	3	Instant	1	1-6	F/PR
FAST earlyReading Concepts of Print *	175	23	\$2.00	1 to 3	Instant	0.5	K	CP
FAST earlyReading First Grade Composite *	175	20	\$2.00	3 to 5	Instant	0.5	1	PA, SW, F/PR
FAST earlyReading Letter Sound *	175	19	\$3.00	1 to 3	Instant	0.5	K	P/D
FAST earlyReading Onset Sounds *	175	28	\$2.00	1 to 3	Instant	0.5	K	PA
FAST earlyReading Sentence Reading *	175	38	\$2.00	1	Instant	0.5	1	F/PR

Universal Screening Assessments: Review Summary

Assessment	Universal Screening	Reliability and Validity	Cost per Student	Time per Student	Access to Student Data After Entry	Teacher Training Required	Grade	Skills Assessed
	0-230	0-40	\$ per kid, class of 25	minutes		# of days		see key at bottom of document
*= RFP; **=RFI, ***=Initial Review								
FAST earlyReading Sight Words 150 *	175	38	\$2.00	1 to 4	Instant	0.5	1	SW
Edcheckup Maze Reading Passages **	171	23	\$2.00	3	Instant	0.5	2-6	C
mCLASS : DIBELS Next *	170	40	\$14.90	3 to 6	Instant	1 to 2	K-6	RL, CP, LN, PA, P/D, SW, C, F/PR
Phonological Awareness and Literacy Screening (PALS 1-3) *	170	37	\$9.33	25	Instant	1	1,2	CP, LN, PA, P/D, SW, C, F/PR, S
AIMSweb - Letter Naming Fluency **	164	29	\$4.00	1	Instant	0	K-1	LN, P/D
FAST earlyReading Letter Naming *	163	23	\$2.00	1 to 3	Instant	0.5	K	LN
FAST earlyReading Rhyming *	163	28	\$2.00	1 to 3	Instant	0.5	K	PA
Gates MacGinire Reading Tests, 4th Edition *	163	24	pub	75 to 100	Over 5 days	0	3-4	CP, LN, PA, P/D, SW, V, C
AIMSweb - Reading CBM **	156	33	\$4.00	3	Instant	0	1-6	F/PR
FAST earlyReading Decodable Words *	150	16	\$2.00	1	Instant	0.5	1	P/D
FAST earlyReading Word Blending *	150	26	\$2.00	1 to 3	Instant	0.5	1	PA
FAST earlyReading Word Segmenting *	150	23	\$2.00	1 to 3	Instant	0.5	1	PA
easyCBM *	148	37	\$3.60	45 to 50	Same Day	1	3-6	LN, F/PR
AIMSweb - Maze **	148	18	4	3	Instant	0	3-6	C

Universal Screening Assessments: Review Summary

Assessment	Universal Screening	Reliability and Validity	Cost per Student	Time per Student	Access to Student Data After Entry	Teacher Training Required	Grade	Skills Assessed
*= RFP; **=RFI, ***=Initial Review	0-230	0-40	\$ per kid, class of 25	minutes		# of days		see key at bottom of document
Observation Survey of Early Literacy Achievement ***	146	35	pub	>15	Same Day	2	1	CP, LN, PA, V, F/PR
Measures of Academic Progress for Primary Grades (MAP-primary/NWEA) **	142	19	\$9.45	30	Instant	1	3	RL, CP, LN, PA, P/D, SW, V, C, S, W
STAR Early Literacy *	138	22	\$3.60	12.5	Instant	0	PK4-3	RL, CP, LN, PA, P/D, SW, V, C
STAR Reading *	90	31	\$3.60	11	Instant	0	2-6	V, C, F/PR
Iowa Assessments ***	73	37	pub	>15	Over 5 days	1	3-6	C

Preschool Assessments (All assessments containing PK4)

IGDIs 2.0 - Oral Language Picture Naming *	163	28	\$0.72	2	Same Day	1.5	PK4	PA
IGDIs 2.0 - Alphabet Knowledge Sound Identification *	150	35	\$0.72	1	Same Day	1.5	PK4	LN, PA
IGDIs 2.0 - Comprehension Which One Doesn't Belong *	150	35	\$0.72	2	Same Day	1.5	PK4	C
IGDIs 2.0 - Phonological Awareness First Sounds *	150	28	\$0.72	2	Same Day	1.5	PK4	PA
IGDIs 2.0 - Phonological Awareness Rhyming *	150	38	\$0.72	2 to 3	Same Day	1.5	PK4	V
STAR Early Literacy *	138	22	\$3.60	12.5	Instant	0	PK4-3	RL, CP, LN, PA, P/D, SW, V, C

Skills Addressed Key: Expressive Language (EL), Receptive Language (RL), Concepts of Print (CP), Letter Naming (LN), Phonological Awareness (PA), Phonics/Decoding (P/D), Sight Word Reading (SW), Vocabulary (V), Comprehension (C), Fluency/Passage Reading (F/PR), Spelling (S), Writing (W)

For more details, please refer to the attached definitions page.

Progress Monitoring Assessments: Review Summary

Assessment	Progress Monitoring	Reliability and Validity	Cost per Student	Time per Student	Access to Student Data After Entry	Teacher Training Required	Grade	Skills Assessed
*= RFP; **=RFI, ***=Initial Review	0-230	0-40	\$ per kid, class of 25	minutes		# of days		see key at bottom of document
AIMSweb - Letter Sound Fluency**	225	21	\$4.00	1	Instant	0	K	CP, PA
AIMSweb - Letter Naming Fluency**	225	29	\$4.00	1	Instant	0	K	LN, P/D
FAST Curriculum Based Measurement for Reading (CBM-R)*	213	39	\$2.00	1	Instant	1	1-6	F/PR
AIMSweb - Reading CBM**	212	33	\$4.00	1	Instant	0	1-3	F/PR
AIMSweb - Nonsense Word Fluency**	210	29	\$4.00	1	Instant	0	K	P/D
Accelerated Reader***	195	24	pub	<5	Instant	1	3, 5	C
mCLASS : DIBELS Next*	193	40	\$14.90	1 to 5	Instant	1 to 2	K-5	RL, CP, LN, PA, P/D, SW, C, F/PR
Edcheckup Standard Reading Passages**	190	36	\$2.00	3	Instant	0.5	1-6	F/PR
Edcheckup Maze Reading Passages**	188	23	\$2.00	3	Instant	0.5	1-6	C
FAST earlyReading Letter Naming*	185	23	\$2.00	1 to 3	Instant	0.5	K	LN
STAR Early Literacy*	178	22	\$3.60	12.5	Instant	0	K-3	RL, CP, LN, PA, P/D, SW, V, C
FAST earlyReading Letter Sound*	173	19	\$3.00	1	Instant	0.5	K	P/D
easyCBM*	145	37	\$3.60	45 to 50	Same Day	1	K-6	LN, F/PR
FAST earlyReading Onset Sounds*	138	28	\$2.00	1 to 3	Instant	0.5	K	PA
mCLASS:Reading 3D*	125	28	\$20.90	5 to 8	Instant	1 to 2	K-4	RL, CP, LN, PA, P/D, SW
STAR Reading*	124	31	\$3.60	11	Instant	0	3-6	V, C, F/PR

For more details, please refer to the attached definitions page.

Skills Addressed Key: Expressive Language (EL), Receptive Language (RL), Concepts of Print (CP), Letter Naming (LN), Phonological Awareness (PA), Phonics/Decoding (P/D), Sight Word Reading (SW), Vocabulary (V), Comprehension (C), Fluency/Passage Reading (F/PR), Spelling (S), Writing (W)

Other Assessments: Review Summary

Assessment	Universal Screening	Progress Monitoring	Reliability and Validity	Cost per Student	Time per Student	Training Required	Access to Student Data After Entry	Grade	Skills Assessed
*= RFP, **=RFI, ***=Initial Review	0-230	0-230	0-40	\$ per kid, class of 25	minutes		# of days		see key at bottom of document
Ages & Stages ***	0	0	20	pub		1	Same Day	PK3-PK4	EL, RL
AIMSweb - Phoneme Segmentation Fluency **	0	0	24	\$4.00	1	0	Instant	K-1	PA
Assessment, Evaluation, and Programming System for Infants and Children, 2nd ed. (AEPS) **	0	0	33	\$5.60	varies	2	Same Day	PK3-K	EL, RL, CP, LN, PA, P/D, SW, V, W
Basic Reading Inventory (BRI) ***	0	0	15	pub	>15	1	Same Day	K-6	SW, C, F/PR
Brigance Early Childhood Screens-II ***	0	0	35	pub	11 to 15	1	Same Day	PK3-PK4	EL
Developmental Reading Assessment (DRA 2) ***	0	0	34	pub	>15	1	Same Day	1-6	C, F/PR
FAST earlyReading Nonsense Words *	0	0	18	\$2.00	1	0.5	Instant	K-1	P/D
FAST earlyReading Sight Words 50 *	0	0	20	\$2.00	1 to 3	0.5	Instant	K	SW
Fountas and Pinnell Benchmark Assessment ***	0	0	31	pub	>15	2	Same Day	K-6	F/PR
Get Ready to Read ***	0	0	12	pub	11 to 15	0.5	Same Day	PK3-K	CP, PA, P/D
Gold ***	0	0	20	pub		2	Same Day	PK3-K	CP, PA, W
Phonological Awareness and Literacy Screening (PALS PreK) *	0	0	20	pub	30	0.5	Instant	PK4	EL, RL, CP, LN, PA, P/D, W
Phonological Awareness Test 2 (PAT2) **	0	0	20	\$8.87	40	0	Same Day	K-4	CP, LN, PA, P/D, S
Preschool Early Literacy Indicator (PELI) ***	0	0	20	\$0.00	11 to 15		Same Day	PK3-PK4	EL, RL, LN, PA, V, C
Scholastic Reading Inventory(SRI) **	0	0	21	\$7.00	25	1 to 4	Instant	K-6	C
Words Their Way Qualitative Spelling Inventory (QSI-WTW) ***	0	0	38	pub	>15	1	Same Day	2-5	P/D, S

Skills Assessed Key: Expressive Language (EL), Receptive Language (RL), Concepts of Print (CP), Letter Naming (LN), Phonological Awareness (PA), Phonics/Decoding (P/D), Sight Word Reading (SW), Vocabulary (V), Comprehension (C), Fluency/Passage Reading (F/PR), Spelling (S), Writing (W)

For more details, please refer to the attached definitions page.

TALKING POINTS FOR ASSESSMENT REVIEWS

This document is built around talking points for the reviews of assessments for universal screening and progress monitoring. There are other more technical documents that go into greater detail about the reviews.

What do you mean by universal screening and monitoring progress?

Universal screening is about assessing all students three times a year to identify those on track for success in reading, and those that might need something “more” in order to get back on track for success. Monitoring progress is about assessing students who are getting something “more” in order to make sure that the students are improving.

What makes a good universal screening assessment?

A good universal screener is efficient (quick, easy and affordable) and does a good job of predicting which students are likely to be successful on a later outcome assessment. This lets teachers quickly know who needs help instead of waiting until the student takes the outcome assessment. There are certain statistics that are used to determine how well these assessments predict, such as area under the curve.

What makes a good progress monitoring assessment?

A good measure for progress monitoring is efficient (quick, easy and affordable) and is sensitive to student learning. If the student is learning, the scores on these assessments will go up. If they are not learning their scores will not go up. This lets teachers know when they need to do something more or different to help the student improve faster. There is a statistic called “reliability of slope” that is used to determine how well these assessments measure student growth.

How did you figure out which assessments were “good”?

We asked schools which tests they already use for universal screening and monitoring progress. We also looked for other tests that were used for these purposes. Then we gathered information from the developers of the assessments. We used a set of scoring rules that we applied to each assessment so we were consistent and fair. We ended up with three lists: one for assessments that had the right information for universal screening, a second that had the right information for progress monitoring, and third, a list of assessments that didn’t have the right information to be reviewed for either purpose.

How do I know which assessments had better information than others?

In the list of universal screening, progress monitoring, and other assessments, there is a summary score with a little bar graph built into the list. A higher number means that the assessment has stronger evidence for that purpose. In addition, people should look at the cost, time to assess, and all of the other information to decide what assessment might be the best choice.

What if the assessment I currently use for universal screening or progress monitoring is on the “other” list?

If the assessment shows up on the “other” list it means that it currently does not have the right information to be used for universal screening OR progress monitoring. It might be good to rethink how the assessment is used. It may be a good idea to choose a different one for universal screening or progress monitoring purposes. Perhaps the assessment currently used has other valid uses, or maybe it is time to replace it with one more suitable. The information on the “other” list may help in understanding some features such as reliability and validity of your current assessment.

What if the assessment I currently use for universal screening or progress monitoring isn’t on any of the lists?

The review process started with a survey of schools. Any assessment used for universal screening or progress monitoring by two or more schools was included in the review. Test developers and vendors were also offered the chance to submit their assessments for review. In the future, there will be periodic opportunities to submit new assessments for review. If the assessments you use for universal screening or progress monitoring are not on the reviewed list, you might consider using one that has been reviewed and has the qualities you want for universal screening and progress monitoring.

Why did you do all this work?

People working in Iowa’s education system want to make sure we have a system of supports for our children that will help us make sure that every child is a successful reader by the end of third grade. We have learned that an efficient and effective system uses systematic universal screening and progress monitoring to help this occur. By reviewing assessments we can help people know which ones do the best job. The information for this work came from a Request for Information (RFI) from test developers, plus reviews of other tests.

How did the Department of Education decide to purchase FAST and IGDIs assessments?

The Iowa Department of Education systematically reviewed the assessments that were submitted through a Request for Proposal (RFP) process. The review included a set of predetermined criteria with points attached that were applied the same to each assessment. The assessments with the highest number of points were awarded the contract for the universal screening and progress monitoring assessments.

What’s the difference between RFI and RFP?

A Request for Information (RFI) is a formal way to ask developers of assessments for specific information about their assessments. A Request for Proposal (RFP) is a formal request for a bid to purchase an assessment. We used the same criteria and process when we reviewed assessments for the RFP and RFI. Only those assessments included in an RFP were considered for purchase. The RFI information is used to share up-to-date information about many assessments that can be used for universal screening and progress monitoring.

Is the DE going to require specific assessments or practices?

The DE is buying assessments that are high quality and will provide them for all schools to use at no cost. A school can decide to use something different. We hope that the information shared on assessments for universal screening and progress monitoring helps schools make decisions about which assessments are helpful for specific purposes.