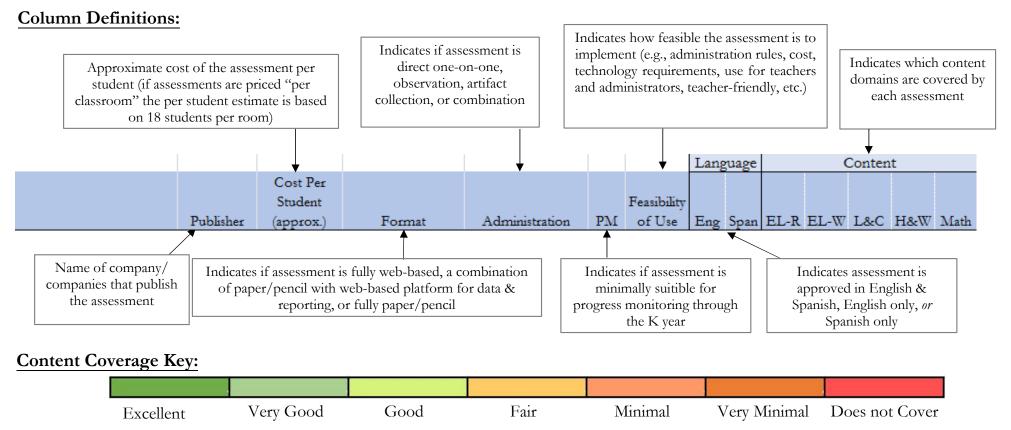# The Commissioner's List of Approved Kindergarten Assessment Instruments

Criteria to consider:

a. Selected instrument(s) for use must measure (1) emergent literacy-reading.

b. A district may also measure (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.

c. Whenever possible, skill levels of children who speak a language other than English should be assessed in both their home language and English.

d. All assessments included on the list are appropriate kindergarten entry (screening) measures. Screening measures are brief assessments that provide information on entry-level skills at the beginning of the kindergarten year. A subset of assessments included on the list also track progress throughout the kindergarten year (or beyond kindergarten).

Column Definitions:

Approximate cost of the assessment per student (if assessments are priced "per classroom" the per student estimate is based on 18 students per room)

Indicates if assessment is direct one-on-one, observation, artifact collection, or combination

Indicates how feasible the assessment is to implement (e.g., administration rules, cost, technology requirements, use for teachers and administrators, teacher-friendly, etc.)

Indicates which content domains are covered by each assessment

Publisher	Cost Per Student (approx.)	Format	Administration	PM	Feasibility of Use	Language		Content				
						Eng	Span	EL-R	EL-W	L&C	H&W	Math

Name of company/ companies that publish the assessment

Indicates if assessment is fully web-based, a combination of paper/pencil with web-based platform for data & reporting, or fully paper/pencil

Indicates if assessment is minimally suitible for progress monitoring through the K year

Indicates assessment is approved in English & Spanish, English only, *or* Spanish only

Content Coverage Key:

Excellent   Very Good   Good   Fair   Minimal   Very Minimal   Does not Cover

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 Kindergarten Reading and Multidimensional Instruments

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

Assessment Tool	Publisher	Cost Per Student (approx.)	Format	Administration	PM	Feasibility of Use	Language		Content				
							Eng	Span	EL-R	EL-W	L&C	H&W	Math
TX-KEA	CLI @ UT Health	$0 for public kindergarten	web-based	Direct & observation		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	$8.00	paper/pencil w/online platform	Direct, observation & artifacts		medium	✓	✓	✓	✓	✓	✓	✓
Note: Assessments below this line assess 3 or fewer domains of development and may not have a Spanish version.													
STAR Early Literacy •	Renaissance Learning	$7.45	web-based	Direct	✓	medium	✓	✓	✓		✓		✓
aimswebPlus •	Pearson	$8.50	paper/pencil w/online platform	Direct	✓	medium	✓	✓	✓		✓		✓
MAP for Primary Grades •	NWEA	$13.50	web-based	Direct	✓	medium	✓		✓		✓		✓
DIBELS Next •	Dynamic Measurment	$1.00	paper/pencil w/online platform	Direct	✓	high	✓		✓				
TPRI • *(pair w/Tejas LEE)*	CLI @ UT Health OR Liberty Source	CLI: $0 for public kindergarten; Liberty Source: $6	web-based OR paper/pencil w/online platform	Direct	✓	high	✓		✓				
Tejas LEE • *(pair w/TPRI)*								✓	✓				
LION for Reading•	Liberty Source	$5.00	web-based	Direct	✓	medium	✓		✓		✓		
ISIP - Early Reading ± •	Istation	$5.95	web-based	Direct	✓	medium	✓		✓		✓		
Note: Assessments below this line only assess Health and Wellness and must be combined with a literacy assessment of reading to meet statutory requirements.													
BASC-3 BESS±•	Pearson	$9.88	paper/pencil w/online platform	Observation	✓	high	✓	✓*				✓	
DESSA-mini •	Aperture Education	$3.00	paper/pencil w/online platform	Observation	✓	high	✓	✓*				✓	

* *Observation/survey only; parent report available in Spanish*

± *Developmentally aligned to an assessment on the Commissioner's List of Approved Prekindergarten Progress Monitoring Assessments*

• *Developmentally aligned through third grade.*

Title of Assessment:	**TX-KEA**
Publisher:	UT-Health Science Center
Language:	English and Spanish
Price per student:	Free for Texas public kindergarten
Administration Format:	web-based

Emergent Literacy - Reading

Motivation to read	🟥
PA: syllable segmenting	🟩
PA: initial sounds	🟩
PA: phoneme segmenting and/or blending	🟩
Alphabet Knowledge: letter names	🟩
Alphabet Knowledge: letter sounds	🟩
Decoding and word recognition	🟥
Comprehension of text read aloud to students	🟨

Emergent Literacy - Writing

Motivation to write	🟥
Writing conventions: first and last name	🟩
Writing conventions: letters	🟩
Writing conventions: simple words	🟩

Language and Communication

LC: follows single & multistep directions	🟩
Speech production (intelligible speech)	🟥
Speaking (conversation skills): verbal and nonverbal	🟥
Vocabulary: Expressive vocabulary	🟩
Vocabulary: Receptive vocabulary	🟩
Vocabulary: Uses common phrases and academic language	🟥
Speaks in complete sentences (with complexity)	🟥

Health and Wellness

Gross motor and/or fine motor	🟩
Self-care	🟧
Self-awareness/self-regulation	🟨
Relationship skills	🟧
Communicate wishes, feelings, & needs	🟧
Motivation & engagement	🟧

Mathematics

Numeral identification	🟩
Verbal and tactile counting	🟩
Adding and/or subtracting	🟨
Geometry and spatial sense language	🟨
Measurement	🟥
Comparison	🟥

Feasibility of Use:

Teacher Friendly	⬤⬤○	
Administrator Friendly	⬤○○	
Administration Format	⬤⬤○	
Language	⬤⬤○	
Student Friendly	⬤⬤⬤	
Cultural Relevance	⬤⬤○	

*0=no evidence;
1=minimal;
2=moderate;
3=strong

Summary: the Texas Kindergarten Entry Assessment (TX-KEA) is a multidimensional screener to be administered by teachers at the beginning of kindergarten. Its intended purpose is to guide instruction that occurs early in kindergarten and to determine if additional assessment is warranted. TX-KEA assesses eight learning domains.

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 students; free for public kindergarten in Texas; standardized administration and scoring; accommodations available (e.g., augmentative communication devices)

Feasibility limitations: requires computer/tablet and web access; applicable to beginning of kindergarten only (not aligned through elementary)

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, norm-referenced (percentile ranking), and performance category

Age alignment: 5 year olds during the first two months of kindergarten

Psychometric strengths: generalizable to a Texas population; administration format negates issues related to inter-rater reliability; internal item consistency and construct/content validity

Psychometric limitations: evidence of classification accuracy, test-retest reliability, concurrent and predictive validity unavailable at time of review

Additional domains: cognition

Time requirement: approximately 1.5 to 5 minutes per subtest

*In content table at left, the colors at right of each concept indicate the depth at which this assessment addresses that concept. Green=strong; yellow=moderate; red=none.

Title of Assessment: 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

Emergent Literacy - Reading

Concept	Rating
Motivation to read	🟥 red
PA: syllable segmenting	🟨 yellow
PA: initial sounds	🟩 green
PA: phoneme segmenting and/or blending	🟨 yellow
Alphabet Knowledge: letter names	🟩 green
Alphabet Knowledge: letter sounds	🟩 green
Decoding and word recognition	🟨 yellow
Comprehension of text read aloud to students	🟧 orange

Emergent Literacy - Writing

Concept	Rating
Motivation to write	🟧 orange
Writing conventions: first and last name	🟩 light green
Writing conventions: letters	🟩 green
Writing conventions: simple words	🟥 red

Language and Communication

Concept	Rating
LC: follows single & multistep directions	🟩 green
Speech production (intelligible speech)	🟨 yellow
Speaking (conversation skills): verbal and nonverbal	🟩 green
Vocabulary: Expressive vocabulary	🟩 dark green
Vocabulary: Receptive vocabulary	🟩 dark green
Vocabulary: Uses common phrases and academic language	🟩 green
Speaks in complete sentences (with complexity)	🟩 light green

Health and Wellness

Concept	Rating
Gross motor and/or fine motor	🟩 dark green
Self-care	🟩 green
Self-awareness/self-regulation	🟩 green
Relationship skills	🟩 light green
Communicate wishes, feelings, & needs	🟨 yellow
Motivation & engagement	🟩 light green

Mathematics

Concept	Rating
Numeral identification	🟩 green
Verbal and tactile counting	🟩 green
Adding and/or subtracting	🟥 red
Geometry and spatial sense language	🟩 light green
Measurement	🟥 red
Comparison	🟩 green

Feasibility of Use:

	Rating
Teacher Friendly	●○○ (1)
Administrator Friendly	●○○ (1)
Administration Format	●○○ (1)
Language	●●○ (2)
Student Friendly	●●○ (2)
Cultural Relevance	●●○ (2)

*0=no evidence; 1=minimal; 2=moderate; 3=strong

Summary: The Developmental Indicators for the Assessment of Learning, Fourth Edition (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; assessment 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)

*In content table at left, the colors at right of each concept indicate the depth at which this assessment addresses that concept. Green=strong; yellow=moderate; red=none.

Title of Assessment: Work Sampling System

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

Emergent Literacy - Reading

Concept	Depth
Motivation to read	🟧 red
PA: syllable segmenting	🟩 green
PA: initial sounds	🟩 green
PA: phoneme segmenting and/or blending	🟩 green
Alphabet Knowledge: letter names	🟩 green
Alphabet Knowledge: letter sounds	🟩 green
Decoding and word recognition	🟩 green
Comprehension of text read aloud to students	🟩 green

Emergent Literacy - Writing

Concept	Depth
Motivation to write	🟨 yellow
Writing conventions: first and last name	🟨 yellow
Writing conventions: letters	🟩 green
Writing conventions: simple words	🟩 green

Language and Communication

Concept	Depth
LC: follows single & multistep directions	🟩 green
Speech production (intelligible speech)	🟩 green
Speaking (conversation skills): verbal and nonverbal	🟩 green
Vocabulary: Expressive vocabulary	🟩 green
Vocabulary: Receptive vocabulary	🟩 green
Vocabulary: Uses common phrases and academic language	🟩 green
Speaks in complete sentences (with complexity)	🟨 yellow

Health and Wellness

Concept	Depth
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

Mathematics

Concept	Depth
Numeral identification	🟩 green
Verbal and tactile counting	🟩 green
Adding and/or subtracting	🟩 green
Geometry and spatial sense language	🟩 green
Measurement	🟨 yellow
Comparison	🟩 green

Feasibility of Use:

	Rating
Teacher Friendly	○○○
Administrator Friendly	●○○ (1)
Administration Format	○○○
Language	●●● (3)
Student Friendly	●●● (3)
Cultural Relevance	●●○ (2)

*0=no evidence; 1=minimal; 2=moderate; 3=strong

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 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

*In content table at left, the colors at right of each concept indicate the depth at which this assessment addresses that concept. Green=strong; yellow=moderate; red=none.

Title of Assessment: Ready, Set, K!

Publisher:	E3 Alliance
Language:	English and Spanish
Price per student:	$8.00
Administration Format:	Paper/pencil with online platform

Emergent Literacy - Reading

Concept	Depth
Motivation to read	red
PA: syllable segmenting	green
PA: initial sounds	green
PA: phoneme segmenting and/or blending	yellow
Alphabet Knowledge: letter names	green
Alphabet Knowledge: letter sounds	green
Decoding and word recognition	light green
Comprehension of text read aloud to students	green

Emergent Literacy - Writing

Concept	Depth
Motivation to write	red
Writing conventions: first and last name	green
Writing conventions: letters	green
Writing conventions: simple words	red

Language and Communication

Concept	Depth
LC: follows single & multistep directions	green
Speech production (intelligible speech)	green
Speaking (conversation skills): verbal and nonverbal	green
Vocabulary: Expressive vocabulary	light green
Vocabulary: Receptive vocabulary	light green
Vocabulary: Uses common phrases and academic language	green
Speaks in complete sentences (with complexity)	green

Health and Wellness

Concept	Depth
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	light green

Mathematics

Concept	Depth
Numeral identification	green
Verbal and tactile counting	green
Adding and/or subtracting	red
Geometry and spatial sense language	green
Measurement	red
Comparison	red

Feasibility of Use:

	Rating
Teacher Friendly	●○○ (1)
Administrator Friendly	●○○ (1)
Administration Format	●○○ (1)
Language	●●○ (2)
Student Friendly	●●○ (2)
Cultural Relevance	●●○ (2)

*0=no evidence; 1=minimal; 2=moderate; 3=strong

Summary: Ready, Set, K! is a multi-dimensional Pre-K monitoring and kindergarten entry screening 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 in the first nine weeks of the kindergarten year.

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

Age alignment: prekindergarten (4 years) 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

*In content table at left, the colors at right of each concept indicate the depth at which this assessment addresses that concept. Green=strong; yellow=moderate; red=none.

Title of Assessment:	STAR Early Literacy
Publisher:	Renaissance Learning
Language:	English and Spanish
Price per student:	$7.45
Administration Format:	web-based

Emergent Literacy - Reading

Concept	Depth
Motivation to read	red
PA: syllable segmenting	orange
PA: initial sounds	light orange
PA: phoneme segmenting and/or blending	light orange
Alphabet Knowledge: letter names	yellow
Alphabet Knowledge: letter sounds	yellow
Decoding and word recognition	light orange
Comprehension of text read aloud to students	orange

Emergent Literacy - Writing

Concept	Depth
Motivation to write	red
Writing conventions: first and last name	red
Writing conventions: letters	red
Writing conventions: simple words	red

Language and Communication

Concept	Depth
LC: follows single & multistep directions	red
Speech production (intelligible speech)	red
Speaking (conversation skills): verbal and nonverbal	red
Vocabulary: Expressive vocabulary	red
Vocabulary: Receptive vocabulary	light orange
Vocabulary: Uses common phrases and academic language	red
Speaks in complete sentences (with complexity)	red

Health and Wellness

Concept	Depth
Gross motor and/or fine motor	red
Self-care	red
Self-awareness/self-regulation	red
Relationship skills	red
Communicate wishes, feelings, & needs	red
Motivation & engagement	red

Mathematics

Concept	Depth
Numeral identification	yellow
Verbal and tactile counting	light orange
Adding and/or subtracting	light orange
Geometry and spatial sense language	red
Measurement	yellow
Comparison	red

Feasibility of Use:

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

Summary: Star Early Literacy is a computer-adaptive assessment instrument designed to measure proficiency in three broad domains aligned to the Texas Essential Knowledge and Skills (TEKS): language and communication, emergent literacy, and mathematics.

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; cost-efficient

Feasibility limitations: requires robust technology hardware (computers, Wi-Fi, headphones); nature of administration may not include all concepts for all students (i.e., student may receive a score for a sub-domain, but unclear how thoroughly student was assessed in that particular domain); strong screening tool of overall achievement, but practical utility in providing insight on performance in specific skills is limited

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

Scoring: scaled score, norm-referenced, proficiency score, performance category

Age alignment: prekindergarten through the end of 3rd grade

Psychometric strengths: strong internal consistency; moderate predictive validity; generalizable to a Texas population; sensitive to student improvement; moderate classification accuracy and decision making rules

Psychometric limitations: limited concurrent (criterion) and predictive validity evidence

Additional domains: none

*In content table at left, the colors at right of each concept indicate the depth at which this assessment addresses that concept. Green=strong; yellow=moderate; red=none.

Title of Assessment:	**aimswebPlus**
Publisher:	NCS Pearson, Inc.
Language:	English and Spanish
Price per student:	$8.50
Administration Format:	Paper/pencil with online platform

Emergent Literacy - Reading

Concept	Depth
Motivation to read	🔴
PA: syllable segmenting	🔴
PA: initial sounds	🟢
PA: phoneme segmenting and/or blending	🟢
Alphabet Knowledge: letter names	🟢
Alphabet Knowledge: letter sounds	🟢
Decoding and word recognition	🟢
Comprehension of text read aloud to students	🔴

Emergent Literacy - Writing

Concept	Depth
Motivation to write	🔴
Writing conventions: first and last name	🔴
Writing conventions: letters	🔴
Writing conventions: simple words	🔴

Language and Communication

Concept	Depth
LC: follows single & multistep directions	🔴
Speech production (intelligible speech)	🔴
Speaking (conversation skills): verbal and nonverbal	🔴
Vocabulary: Expressive vocabulary	🔴
Vocabulary: Receptive vocabulary	🔴
Vocabulary: Uses common phrases and academic language	🟢
Speaks in complete sentences (with complexity)	🔴

Health and Wellness

Concept	Depth
Gross motor and/or fine motor	🔴
Self-care	🔴
Self-awareness/self-regulation	🔴
Relationship skills	🔴
Communicate wishes, feelings, & needs	🔴
Motivation & engagement	🔴

Mathematics

Concept	Depth
Numeral identification	🟢
Verbal and tactile counting	🟢
Adding and/or subtracting	🟢
Geometry and spatial sense language	🔴
Measurement	🔴
Comparison	🟢

Feasibility of Use:

	Rating
Teacher Friendly	● ● ● (3 green)
Administrator Friendly	● ● ○ (2 yellow)
Administration Format	● ● ○ (2 yellow)
Language	● ○ ○ (1 orange)
Student Friendly	● ● ○ (2 yellow)
Cultural Relevance	● ● ○ (2 yellow)

*0=no evidence; 1=minimal; 2=moderate; 3=strong

Summary: aimswebPlus™ is an assessment, data management, and reporting system that combines standards-aligned assessments of math and reading achievement with brief curriculum-based measurement (CBM) of math and reading basic skills for Kindergarten through Grade 8 students.

Feasibility strengths: quick to administer; user-friendly web-based scoring and reporting platform; scores easily shared and aggregated; student friendly; standardized administration instructions

Feasibility limitations: limited content coverage; limited evidence of Spanish provided; requires one-on-one student administration

Administration: The teacher administers the test individually (the most appropriate format for young learners) to each student and records responses on a digital record form. Each student completes a set of brief measures. Students provide verbal responses and for some forms, point to objects on the test form as they name them.

Scoring: raw score, norm-referenced, composite, performance category, risk level

Age alignment: kindergarten through 8th grade

Psychometric strengths: strong alternate-form reliability; moderate internal consistency; moderate to strong concurrent and predictive validity; generalizable to a Texas population; moderate evidence of classification accuracy and decision rules

Psychometric limitations: minimal evidence of progress monitoring features, test-retest and inter-rater reliability

Additional domains: none

Time requirement: approximately 15 minutes

*In content table at left, the colors at right of each concept indicate the depth at which this assessment addresses that concept. Green=strong; yellow=moderate; red=none.

Title of Assessment: MAP for Primary Grades

Publisher:	NWEA
Language:	English
Price per student:	$13.50
Administration Format:	web-based

Emergent Literacy - Reading

Concept	Depth
Motivation to read	red
PA: syllable segmenting	yellow
PA: initial sounds	yellow
PA: phoneme segmenting and/or blending	yellow
Alphabet Knowledge: letter names	yellow
Alphabet Knowledge: letter sounds	yellow
Decoding and word recognition	yellow
Comprehension of text read aloud to students	yellow

Emergent Literacy - Writing

Concept	Depth
Motivation to write	red
Writing conventions: first and last name	red
Writing conventions: letters	red
Writing conventions: simple words	red

Language and Communication

Concept	Depth
LC: follows single & multistep directions	red
Speech production (intelligible speech)	red
Speaking (conversation skills): verbal and nonverbal	red
Vocabulary: Expressive vocabulary	yellow
Vocabulary: Receptive vocabulary	yellow
Vocabulary: Uses common phrases and academic language	red
Speaks in complete sentences (with complexity)	red

Health and Wellness

Concept	Depth
Gross motor and/or fine motor	red
Self-care	red
Self-awareness/self-regulation	red
Relationship skills	red
Communicate wishes, feelings, & needs	red
Motivation & engagement	red

Mathematics

Concept	Depth
Numeral identification	yellow
Verbal and tactile counting	green
Adding and/or subtracting	green
Geometry and spatial sense language	green
Measurement	green
Comparison	green

Feasibility of Use:

	Rating
Teacher Friendly	●●○
Administrator Friendly	●●○
Administration Format	●●○
Language	●●○
Student Friendly	●●○
Cultural Relevance	●●○

*0=no evidence; 1=minimal; 2=moderate; 3=strong

Summary: MAP for Primary Grades includes multiple types of tests in mathematics and reading that are age-appropriate for students in grades K – 2. The assessments are computer adaptive at the item level.

Feasibility strengths: ability to track growth over multiple years; 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: limited content coverage; no Spanish version available; moderate training requirement for teachers; cost; requires robust technology hardware (computers, Wi-Fi, headphones)

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

Scoring: scale score, norm-referenced, performance category

Age alignment: kindergarten through 2nd grade

Psychometric strengths: moderate test-retest and internal consistency; generalizable to a Texas population; moderate progress monitoring features, including specified improvement rates and end of year benchmarks

Psychometric limitations: minimal evidence of criterion and predictive validity provided; limited diagnostic/classification accuracy and decision making rules evidence

Additional domains: none

Time requirement: approximately 40-60 minutes

*In content table at left, the colors at right of each concept indicate the depth at which this assessment addresses that concept. Green=strong; yellow=moderate; red=none.

Title of Assessment: DIBELS Next

Publisher:	Dynamic Measurement
Language:	English
Price per student:	$1.00
Administration Format:	Paper/pencil with online platform

Emergent Literacy - Reading

Concept	Depth
Motivation to read	🟥 red
PA: syllable segmenting	🟥 red
PA: initial sounds	🟩 green
PA: phoneme segmenting and/or blending	🟩 green
Alphabet Knowledge: letter names	🟩 green
Alphabet Knowledge: letter sounds	🟨 yellow
Decoding and word recognition	🟨 yellow
Comprehension of text read aloud to students	🟥 red

Emergent Literacy - Writing

Concept	Depth
Motivation to write	🟥 red
Writing conventions: first and last name	🟥 red
Writing conventions: letters	🟥 red
Writing conventions: simple words	🟥 red

Language and Communication

Concept	Depth
LC: follows single & multistep directions	🟥 red
Speech production (intelligible speech)	🟥 red
Speaking (conversation skills): verbal and nonverbal	🟥 red
Vocabulary: Expressive vocabulary	🟥 red
Vocabulary: Receptive vocabulary	🟥 red
Vocabulary: Uses common phrases and academic language	🟥 red
Speaks in complete sentences (with complexity)	🟥 red

Health and Wellness

Concept	Depth
Gross motor and/or fine motor	🟥 red
Self-care	🟥 red
Self-awareness/self-regulation	🟥 red
Relationship skills	🟥 red
Communicate wishes, feelings, & needs	🟥 red
Motivation & engagement	🟥 red

Mathematics

Concept	Depth
Numeral identification	🟥 red
Verbal and tactile counting	🟥 red
Adding and/or subtracting	🟥 red
Geometry and spatial sense language	🟥 red
Measurement	🟥 red
Comparison	🟥 red

Feasibility of Use:

	Rating
Teacher Friendly	●●○ (2)
Administrator Friendly	●●○ (2)
Administration Format	●●● (3)
Language	●●● (3)
Student Friendly	●●○ (2)
Cultural Relevance	●●● (3)

*0=no evidence; 1=minimal; 2=moderate; 3=strong

Summary: The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.

Feasibility strengths: ability to track growth over multiple years; user-friendly web-based scoring and reporting platform; scores easily shared and aggregated; student friendly (quick administration); standardized and clear administration procedures and instructions; cost-efficient

Feasibility limitations: limited content coverage; English only; requires one-on-one administration for all students

Administration: administrator provides materials and reads standardized instructions to student.; each test is timed for one minute; administrator scores the assessment as student responds

Scoring: raw score, norm-referenced, composite, performance category

Age alignment: beginning of kindergarten through the end of 6th grade

Psychometric strengths: strong test-retest, inter-rater, alternate form and internal consistency reliability; generalizable to a Texas population; moderate classification accuracy and evidence of decision making rules; improvement rates and end-of-year benchmarks specified

Psychometric limitations: minimal evidence of reliability and validity of slope (as it pertains to progress monitoring)

Additional domains: none

Time requirement: approximately 1 minute per sub-test

*In content table at left, the colors at right of each concept indicate the depth at which this assessment addresses that concept. Green=strong; yellow=moderate; red=none.

Title of Assessment:	**TPRI**
Publisher:	CLI @ UT-Health OR Liberty Source
Language:	English
Price per student:	CLI: Free for Texas public kindergarten*
	Liberty Source: $6
Administration Format:	web-based OR paper-pencil

Emergent Literacy - Reading

Concept	Depth
Motivation to read	🟧
PA: syllable segmenting	🟩
PA: initial sounds	🟩
PA: phoneme segmenting and/or blending	🟩
Alphabet Knowledge: letter names	🟩
Alphabet Knowledge: letter sounds	🟩
Decoding and word recognition	🟩
Comprehension of text read aloud to students	🟩

Emergent Literacy - Writing

Concept	Depth
Motivation to write	🟥
Writing conventions: first and last name	🟥
Writing conventions: letters	🟥
Writing conventions: simple words	🟥

Language and Communication

Concept	Depth
LC: follows single & multistep directions	🟥
Speech production (intelligible speech)	🟥
Speaking (conversation skills): verbal and nonverbal	🟥
Vocabulary: Expressive vocabulary	🟥
Vocabulary: Receptive vocabulary	🟥
Vocabulary: Uses common phrases and academic language	🟥
Speaks in complete sentences (with complexity)	🟥

Health and Wellness

Concept	Depth
Gross motor and/or fine motor	🟥
Self-care	🟥
Self-awareness/self-regulation	🟥
Relationship skills	🟥
Communicate wishes, feelings, & needs	🟥
Motivation & engagement	🟥

Mathematics

Concept	Depth
Numeral identification	🟥
Verbal and tactile counting	🟥
Adding and/or subtracting	🟥
Geometry and spatial sense language	🟥
Measurement	🟥
Comparison	🟥

Feasibility of Use:

	Rating
Teacher Friendly	🟢🟢🟢
Administrator Friendly	🟡⚪⚪
Administration Format	🟢🟢🟢
Language	🟢🟢🟢
Student Friendly	🟢🟢🟢
Cultural Relevance	🟢🟢🟢

*0=no evidence;
1=minimal;
2=moderate;
3=strong*

Summary: The Texas Primary Reading Inventory (TPRI) is a teacher-administered assessment of reading skills for children in kindergarten, Grade 1, Grade 2 and Grade 3. It is the English equivalent of the Tejas-LEE. Liberty Source is a CLI licensee to provide an electronically administered version of the TPRI assessment via its Tango Software platform.

Feasibility strengths: ability to track growth over multiple years; user-friendly web-based scoring and reporting platform; standardized and clear administration procedures and instructions; cost-efficient; created specifically for Texas student population

Feasibility limitations: limited content coverage; requires one-on-one administration for all students; some limitations regarding interpretation of scores

Administration: test administrator provides materials and reads standardized instructions to student; administrator scores the assessment as student responds

Scoring: raw score, norm-referenced, composite, performance category

Age alignment: beginning of kindergarten through the end of 3rd grade

Psychometric strengths: strong internal consistency reliability; generalizable to a Texas population; moderate classification accuracy and evidence of decision making rules

Psychometric limitations: minimal evidence of alternate form reliability and predictive validity; minimal evidence of progress monitoring features

Additional domains: none

Time requirement: approximately 8-15 minutes

*To place an order for the free version, visit the TPRI ordering site at http://www.tpriandtjl.com.

In content table at left, the colors at right of each concept indicate the depth at which this assessment addresses that concept. Green=strong; yellow=moderate; red=none.

Title of Assessment:	Tejas LEE
Publisher:	CLI @ UT-Health OR Liberty Source
Language:	Spanish
Price per student:	CLI: Free for Texas public kindergarten*
	Liberty Source: $6
Administration Format:	web-based

Emergent Literacy - Reading

Motivation to read	🟧
PA: syllable segmenting	🟩
PA: initial sounds	🟩
PA: phoneme segmenting and/or blending	🟩
Alphabet Knowledge: letter names	🟩
Alphabet Knowledge: letter sounds	🟩
Decoding and word recognition	🟩
Comprehension of text read aloud to students	🟩

Emergent Literacy - Writing

Motivation to write	🟥
Writing conventions: first and last name	🟥
Writing conventions: letters	🟥
Writing conventions: simple words	🟥

Language and Communication

LC: follows single & multistep directions	🟥
Speech production (intelligible speech)	🟥
Speaking (conversation skills): verbal and nonverbal	🟥
Vocabulary: Expressive vocabulary	🟥
Vocabulary: Receptive vocabulary	🟥
Vocabulary: Uses common phrases and academic language	🟥
Speaks in complete sentences (with complexity)	🟥

Health and Wellness

Gross motor and/or fine motor	🟥
Self-care	🟥
Self-awareness/self-regulation	🟥
Relationship skills	🟥
Communicate wishes, feelings, & needs	🟥
Motivation & engagement	🟥

Mathematics

Numeral identification	🟥
Verbal and tactile counting	🟥
Adding and/or subtracting	🟥
Geometry and spatial sense language	🟥
Measurement	🟥
Comparison	🟥

Feasibility of Use:

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

Summary: The El Inventario de Lectura en Español de Tejas (Tejas LEE) is a teacher-administered assessment of reading skills for children in kindergarten, Grade 1, Grade 2 and Grade 3. It is the Spanish-equivalent of the TPRI. Liberty Source is a CLI licensee to provide an electronically administered version of the TPRI assessment via its Tango Software platform.

Feasibility strengths: ability to track growth over multiple years; user-friendly web-based scoring and reporting platform; standardized and clear administration procedures and instructions; cost-efficient; created specifically for Texas student population

Feasibility limitations: limited content coverage; requires one-on-one administration for all students; some limitations regarding interpretation of scores

Administration: test administrator provides materials and reads standardized instructions to student; administrator scores the assessment as student responds

Scoring: raw score, norm-referenced, composite, performance category

Age alignment: beginning of kindergarten through the end of 3rd grade

Psychometric strengths: moderate internal consistency and inter-rater reliability; generalizable to a Texas population; moderate classification accuracy and evidence of decision making rules; moderate evidence of progress monitoring improvement rates and end-of-year benchmarks specified

Psychometric limitations: minimal evidence of criterion and predictive validity provided; minimal evidence of reliability and validity of slope (as it pertains to progress monitoring)

Additional domains: none

Time requirement: approximately 8-15 minutes
*To place an order for the free version, visit the TPRI ordering site at http://www.tpriandtjl.com.

In content table at left, the colors at right of each concept indicate the depth at which this assessment addresses that concept. Green=strong; yellow=moderate; red=none.

Title of Assessment: LION for Reading

Publisher:	Liberty Source
Language:	English
Price per student:	$5.00
Administration Format:	web-based

Emergent Literacy - Reading

Concept	Depth
Motivation to read	Green
PA: syllable segmenting	Green
PA: initial sounds	Light green
PA: phoneme segmenting and/or blending	Green
Alphabet Knowledge: letter names	Green
Alphabet Knowledge: letter sounds	Green
Decoding and word recognition	Yellow
Comprehension of text read aloud to students	Green

Emergent Literacy - Writing

Concept	Depth
Motivation to write	Red
Writing conventions: first and last name	Red
Writing conventions: letters	Red
Writing conventions: simple words	Red

Language and Communication

Concept	Depth
LC: follows single & multistep directions	Yellow
Speech production (intelligible speech)	Red
Speaking (conversation skills): verbal and nonverbal	Red
Vocabulary: Expressive vocabulary	Yellow
Vocabulary: Receptive vocabulary	Yellow
Vocabulary: Uses common phrases and academic language	Yellow
Speaks in complete sentences (with complexity)	Red

Health and Wellness

Concept	Depth
Gross motor and/or fine motor	Red
Self-care	Red
Self-awareness/self-regulation	Red
Relationship skills	Red
Communicate wishes, feelings, & needs	Red
Motivation & engagement	Red

Mathematics

Concept	Depth
Numeral identification	Red
Verbal and tactile counting	Red
Adding and/or subtracting	Red
Geometry and spatial sense language	Red
Measurement	Red
Comparison	Red

Feasibility of Use:

	Rating
Teacher Friendly	●●○ (2)
Administrator Friendly	●●○ (2)
Administration Format	●○○ (1)
Language	○○○ (0)
Student Friendly	●●○ (2)
Cultural Relevance	●○●

*0=no evidence; 1=minimal; 2=moderate; 3=strong

Summary: LION for Reading is a computer-adaptive assessment designed to identify and screen students who are at-risk, determine students' independent and instructional reading levels, diagnose areas of weakness with foundational skills, and provide ongoing progress monitoring.

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; no Spanish version available for kindergarten.

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

Scoring: raw score, composite score, norm-referenced, category

Age alignment: Kindergarten through 12th grade

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; clear decision making rules; evidence of diagnostic accuracy.

Psychometric limitations: unclear how well assessment predicts later performance; minimal evidence that use results in improved student performance

Additional domains: none

*In content table at left, the colors at right of each concept indicate the depth at which this assessment addresses that concept. Green=strong; yellow=moderate; red=none.

Title of Assessment:	**ISIP-ER**
Publisher:	Istation
Language:	English
Price per student:	$5.95
Administration Format:	web-based

Emergent Literacy - Reading

Motivation to read	🟥
PA: syllable segmenting	🟥
PA: initial sounds	🟩
PA: phoneme segmenting and/or blending	🟩
Alphabet Knowledge: letter names	🟢
Alphabet Knowledge: letter sounds	🟢
Decoding and word recognition	🟨
Comprehension of text read aloud to students	🟩

Emergent Literacy - Writing

Motivation to write	🟥
Writing conventions: first and last name	🟥
Writing conventions: letters	🟥
Writing conventions: simple words	🟥

Language and Communication

LC: follows single & multistep directions	🟥
Speech production (intelligible speech)	🟥
Speaking (conversation skills): verbal and nonverbal	🟥
Vocabulary: Expressive vocabulary	🟥
Vocabulary: Receptive vocabulary	🟩
Vocabulary: Uses common phrases and academic language	🟥
Speaks in complete sentences (with complexity)	🟥

Health and Wellness

Gross motor and/or fine motor	🟥
Self-care	🟥
Self-awareness/self-regulation	🟥
Relationship skills	🟥
Communicate wishes, feelings, & needs	🟥
Motivation & engagement	🟥

Mathematics

Numeral identification	🟥
Verbal and tactile counting	🟥
Adding and/or subtracting	🟥
Geometry and spatial sense language	🟥
Measurement	🟥
Comparison	🟥

Feasibility of Use:

Teacher Friendly	🟡🟡⚪	*0=no evidence;
Administrator Friendly	🟡🟡⚪	1=minimal;
Administration Format	🟠⚪⚪	2=moderate;
Language	⚪⚪⚪	3=strong
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 that use results in improved student performance

Additional domains: none

Time requirement: approximately 30 minutes

*In content table at left, the colors at right of each concept indicate the depth at which this assessment addresses that concept. Green=strong; yellow=moderate; red=none.

Title of Assessment:	**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

Emergent Literacy - Reading

Concept	Depth
Motivation to read	red
PA: syllable segmenting	red
PA: initial sounds	red
PA: phoneme segmenting and/or blending	red
Alphabet Knowledge: letter names	red
Alphabet Knowledge: letter sounds	red
Decoding and word recognition	red
Comprehension of text read aloud to students	red

Emergent Literacy - Writing

Concept	Depth
Motivation to write	red
Writing conventions: first and last name	red
Writing conventions: letters	red
Writing conventions: simple words	red

Language and Communication

Concept	Depth
LC: follows single & multistep directions	red
Speech production (intelligible speech)	red
Speaking (conversation skills): verbal and nonverbal	red
Vocabulary: Expressive vocabulary	red
Vocabulary: Receptive vocabulary	red
Vocabulary: Uses common phrases and academic language	red
Speaks in complete sentences (with complexity)	red

Health and Wellness

Concept	Depth
Gross motor and/or fine motor	red
Self-care	orange
Self-awareness/self-regulation	yellow
Relationship skills	green
Communicate wishes, feelings, & needs	yellow
Motivation & engagement	yellow

Mathematics

Concept	Depth
Numeral identification	red
Verbal and tactile counting	red
Adding and/or subtracting	red
Geometry and spatial sense language	red
Measurement	red
Comparison	red

Feasibility of Use:

	Rating
Teacher Friendly	●●○ (2 yellow)
Administrator Friendly	●●○ (2 yellow)
Administration Format	●●○ (2 yellow)
Language	●●● (3 green)
Student Friendly	●●● (3 green)
Cultural Relevance	●○○ (1 yellow)

*0=no evidence; 1=minimal; 2=moderate; 3=strong

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)

*In content table at left, the colors at right of each concept indicate the depth at which this assessment addresses that concept. Green=strong; yellow=moderate; red=none.

Title of Assessment:	**DESSA-mini**
Publisher:	Aperture Education
Language:	English and Spanish (parent form)
Price per student:	$3.00
Administration Format:	Paper/pencil with online platform

Emergent Literacy - Reading

Motivation to read	🟥
PA: syllable segmenting	🟥
PA: initial sounds	🟥
PA: phoneme segmenting and/or blending	🟥
Alphabet Knowledge: letter names	🟥
Alphabet Knowledge: letter sounds	🟥
Decoding and word recognition	🟥
Comprehension of text read aloud to students	🟥

Emergent Literacy - Writing

Motivation to write	🟥
Writing conventions: first and last name	🟥
Writing conventions: letters	🟥
Writing conventions: simple words	🟥

Language and Communication

LC: follows single & multistep directions	🟥
Speech production (intelligible speech)	🟥
Speaking (conversation skills): verbal and nonverbal	🟥
Vocabulary: Expressive vocabulary	🟥
Vocabulary: Receptive vocabulary	🟥
Vocabulary: Uses common phrases and academic language	🟥
Speaks in complete sentences (with complexity)	🟥

Health and Wellness

Gross motor and/or fine motor	🟥
Self-care	🟥
Self-awareness/self-regulation	🟩
Relationship skills	🟩
Communicate wishes, feelings, & needs	🟩
Motivation & engagement	🟩

Mathematics

Numeral identification	🟥
Verbal and tactile counting	🟥
Adding and/or subtracting	🟥
Geometry and spatial sense language	🟥
Measurement	🟥
Comparison	🟥

Feasibility of Use:

Teacher Friendly	🟢🟢🟢
Administrator Friendly	🟢🟢🟢
Administration Format	🟢🟢🟢
Language	🟢🟢🟢
Student Friendly	🟢🟢⚪
Cultural Relevance	🟡🟡⚪

0=no evidence; 1=minimal; 2=moderate; 3=strong

Summary: The DESSA-mini is series of standardized, norm-referenced behavior rating scales that screen and progress monitor for social-emotional competencies of children in kindergarten through eighth grade.

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 8

Feasibility limitations: unidimensional (health and wellness only)

Administration: Each parent and teacher form/questionnaire can be completed in a few minutes.

Scoring: raw scores, norm-referenced, category

Age alignment: 3 years 0 months through age 8 years 11 months

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

Psychometric limitations: minimal evidence of slope reliability or validity, decision rules or other information relevant to progress monitoring provided

Additional domains: none

Time requirement: 1 minute per subtest

In content table at left, the colors at right of each concept indicate the depth at which this assessment addresses that concept. Green=strong; yellow=moderate; red=none.