

**Texas Education Agency
Request for Information (RFI) Form
K-2 Reading Instrument**

English and Spanish versions of an instrument must be submitted separately for review.

SECTION A. GENERAL FEATURES

In this section, you will be asked to describe the general features of your instrument.

Which call for submissions of reading instruments are you applying for?

- Alternate Kindergarten Reading Instrument
- Approved Provider for Grades One and Two
- Both

Title of Instrument:

Brief summary of the instrument (200 words max):

Publisher:

Languages: English Spanish Other – Describe: _____

Format (select all that apply):

- Paper and Pencil
- Computer (Not Adaptive)
- Computer Adaptive Test
- Survey
- Observation
- Other – Describe: _____

What grade level(s) are appropriate for this instrument? (Select all that apply.)

- Kindergarten
- Grade One
- Grade Two
- Other – Describe: _____

Which of the following time points during a school year does this instrument allow for assessment?

- Beginning of Year
- Middle of Year
- End of Year
- Other – Describe: _____

Which of the following components does this instrument include?

- Beginning of year screening
- Progress monitoring (*also referred to as benchmark or diagnostic*)
- Dyslexia screening for the end of Kindergarten
- Dyslexia screening for before January in First Grade
- Other – Describe: _____

SECTION B. CONTENT

In this section, you will be asked to describe the content of your instrument.

- For each domain, list the subtests (or items if single item) on the instrument that address the skills in that domain and result in separate scores.
- List the time (per student, in minutes) required to administer and score each subtest listed, as well as the domain overall.
- If additional domains are included in the instrument, use the section at the bottom to describe the domains, the subtests included in the domains, and the time required to administer and score them (per student).

Domains and Subtests included in this Instrument								
		Kindergarten		First Grade		Second Grade		
		Admin.	Score	Admin.	Score	Admin.	Score	
Beginning Reading and Writing		_____	_____	_____	_____	_____	_____	
	_____	_____	_____	_____	_____	_____	_____	
	_____	_____	_____	_____	_____	_____	_____	
	_____	_____	_____	_____	_____	_____	_____	
	_____	_____	_____	_____	_____	_____	_____	
Vocabulary		_____	_____	_____	_____	_____	_____	
	_____	_____	_____	_____	_____	_____	_____	
	_____	_____	_____	_____	_____	_____	_____	
	_____	_____	_____	_____	_____	_____	_____	
	_____	_____	_____	_____	_____	_____	_____	
Fluency		_____	_____	_____	_____	_____	_____	
	_____	_____	_____	_____	_____	_____	_____	
	_____	_____	_____	_____	_____	_____	_____	
	_____	_____	_____	_____	_____	_____	_____	
	_____	_____	_____	_____	_____	_____	_____	
Comprehension		_____	_____	_____	_____	_____	_____	
	_____	_____	_____	_____	_____	_____	_____	
	_____	_____	_____	_____	_____	_____	_____	
	_____	_____	_____	_____	_____	_____	_____	
	_____	_____	_____	_____	_____	_____	_____	

If additional domain(s) are included in this instrument, please describe the domain, the skills included in the domain, and the time required to administer and score each skill:

SECTION C. DYSLEXIA SCREENER

In this section, you will be asked to describe the content of your Dyslexia screener.

- List each subtest (or items if single item) on the screener that addresses the required skills and results in separate scores.
- List the time (per student, in minutes) required to administer and score each subtest listed as well as the screener overall.

Dyslexia Screener Subtests		
	Admin.	Score
Kindergarten	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
First Grade	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

SECTION D ADMINISTRATION

In this section, you will be asked to describe how the instrument is administered.

What is the instrument administration format?

- One-on-one (one student at a time)
 Group format (multiple students at one time)

Please provide a brief description of the administration, including who may administer the instrument (e.g., teachers, teaching assistants, etc.) and what is required of the student. (250 words max)

Name of supporting document(s) provided where information is best represented and specific page range:

SECTION E. ADMINISTRATOR TRAINING

In this section, you will be asked to describe the training required for administrators of this instrument as well as any required administrator qualifications.

Describe the training required for instrument administrators, including the estimated amount of time for training. Include any special qualifications required of administrators. If training certification is required prior to administration of the instrument, describe the certification requirements, cost, etc. (400 words max).

Name of supporting document(s) provided where information is best represented and specific page range:

SECTION F. SCORING

In this section, you will be asked to describe how the instrument is scored.

How is the instrument scored (this refers to how scores are generated, not how the instrument is administered):

- Manual – paper only
- Manual – web-based entry after administration
- Computer automated – test is administered on the computer and automatically scored
- Other – describe: _____

Describe the scoring of the instrument. Provide information about how each individual domain and underlying skill(s), and the full instrument are scored (e.g., does each domain receive an individual score, does each skill receive an individual score, is there a score for the entire instrument, are there scores for combined portions of the instrument, etc.). For all scores provided, describe the type of scores provided (e.g., raw score, t score, percentile, performance category, etc.) (500 words max)

Name of supporting document(s) provided where information is best represented and specific page range:

SECTION G. PSYCHOMETRICS

In this section, you will be asked to describe the psychometric features of the instrument. For each question below, please attach supporting documentation (such as a technical report, white paper, manuscript, etc.). In your 500-word written description, please refer to specific documents as well as page numbers to help expedite careful review. Submit any/all supporting documents.

Year(s) normative data was collected (list years for all samples used to establish psychometrics for the version of the assessment):

- 1. Describe the generalizability of the instrument (the extent to which results from one population can be applied to another population; please describe the size and diversity of the norming/validation sample(s)). (500 words max)**

- 1.1. Name of supporting document(s) provided where information is best represented and specific page ranges:

- 2. Submit suitable psychometric data from the instrument development process (ex; factor analysis; IRT including but not limited to the standard error of measurement, and indices of item discrimination and difficulty). (500 words max)**

- 2.1. Name of supporting document(s) provided where information is best represented and specific page ranges:

- 3. Describe evidence of reliability.**

- Reliability should be reported for all tests, subtests, domains, etc., and scores generated by the assessment.
 - Reliability should be reported for student demographic subgroups – preferably by gender, race/ethnicity, English learner status, and economic strata.
 - Reliability data/information should include internal consistency (e.g., alpha coefficients), alternate form reliability (when applicable), and test-retest reliability. Instruments that depend on subjective ratings or observations must demonstrate inter-rater reliability.
 - For instruments developed using item response models, suitable psychometric data from the test development process should be submitted, including, but not limited to, the standard error of measurement, indices of item discrimination and difficulty, and total test information.
- (500 words max)

- 3.1. Name of supporting document(s) provided where information is best represented and specific page ranges:

4. Describe evidence of validity.

- Validity should be reported for all tests, subtests, domains, etc., and scores generated by the assessment.
- The following types of validity evidence should be provided:
 - Content validity
 - Convergent and discriminant validity
 - Predictive validity (should include the following, minimally)
 - Evidence that performance on a beginning of year screener (if included in the instrument) is related to future performance on the middle and end of year portions of the assessment.
 - Evidence that performance on the beginning and/or middle of year portions of the assessment are related to end of year performance.
 - Evidence that performance on the end of year portion of the assessment (minimally) is related to future performance on the Texas STAAR reading assessment.

(500 words max)

4.1. Name of supporting document(s) provided where information is best represented and specific page ranges:

5. Provide evidence of classification accuracy (the extent to which the instrument is able to accurately classify students into “risk” categories) and consistency.

- Classification accuracy (e.g., sensitivity and specificity rates, Receiver Operating Characteristics (ROC) analysis, etc.) and classification consistency data should be presented for **any** classification of a student based on the assessment data (e.g., mastery, non-mastery, at-risk, impairment, assignment to a performance category, etc.). This includes classifications based on screening data as well as classifications made using progress monitoring (e.g., BOY, MOY, and EOY) data.
- Ideally, classification accuracy and consistency data would also be reported for different subgroups of students along the following dimensions: gender, race and ethnicity, English learner status, economic status, and special education status.

(500 words max)

5.1. Name of supporting document(s) provided where information is best represented and specific page ranges:

6. Provide evidence of analyses and results completed to identify and mitigate test bias in the instrument.

- Evidence of analyses aimed at identifying bias in assessment items and scores and efforts to mitigate identified bias should be included for all components of the assessment and include information at the item level, subtest scores, and overall scores (e.g., DIF analyses, factor analyses, etc.).
- Ideally, bias would be analyzed for different subgroups of students along the following dimensions: gender, race and ethnicity, English learner status, economic status, and special education status.

6.1. Name of supporting document(s) provided where information is best represented and specific page ranges:

7. Provide evidence of the instrument’s ability to measure growth and improvement in student performance.

- Psychometric examination of growth (or improvement) can take many different forms. As such, one specific type of psychometric approach is not required over another. Instruments are rated based on the psychometrics resulting from valid psychometric approaches indicating the instrument is sensitive and detects change or improvement over time (e.g., ROC curve analysis, repeated measures analyses with student or group factors, t-tests of sample means of change scores, correlational analyses, etc.).

(500 words max)

7.1. Name of supporting document(s) provided where information is best represented and specific page ranges:

SECTION H. VIEWING AND REPORTING

In this section, you will be asked to describe how scores and reports may be used by various interested parties (e.g., if there are various “views” of results that can be accessed).

Does the instrument allow for the following “views” of results? (Select all that apply)

- Individual student
- Whole classroom
- Whole school
- Parent view

Please describe how scores can be disaggregated and reported separately for subgroups. (500 words max)

Does the instrument provide easily generated (e.g., automated) reports for the following? (Select all that apply)

- Individual students
- Whole classrooms
- Whole schools
- Parents- in English
- Parents- in another language – which language(s) _____

Please describe how reports are generated and any human intervention or time required to generate the reports, as well as the general content of available reports. (500 words max)

Name of supporting document(s) provided where information is best represented and specific page range:

SECTION I. INSTRUCTIONAL RESOURCES.

In this section, you will be asked to describe the types of instructional resources provided/accessible to teachers and families that aligned with and/or support this instrument (e.g., teacher grouping support, instructional activities targeting specific student or student group instructional needs, family activities aligned to student needs, etc.).

Please describe the teacher resources that are available and accessible that align with/ support this instrument. Please include any information about any additional costs associated with access to and/or use of these resources. (500 words max)

Name of supporting document(s) provided where information is best represented and specific page range:

Please describe the family resources that are available and accessible that align with/ support this instrument. Please include any information about any additional costs associated with access to and/or use of these resources. (500 words max)

Name of supporting document(s) provided where information is best represented and specific page range:

SECTION J. ACCESSIBILITY AND ACCOMMODATIONS

Please describe how this instrument meets the requirements for accessibility as mandated by the Americans with Disability Act (ADA) and Section 508 of the Rehabilitation Act. (500 words max)

Name of supporting document(s) provided where information is best represented and specific page range:

SECTION K. DATA SHARING AND COST REQUIREMENTS

Please read the sections below and check the boxes to indicate the publisher’s understanding of, and agreement with, the requirements as described below.

Data Sharing Requirements

- If the assessment is administered online and data is stored in a publisher-owned location, the following requirements must be met:
 - Campuses must have the ability to upload student demographic information and student assessment data in accordance with the Texas Student Data System (TSDS) data standards, specifications, and processes to support integration with state longitudinal data system.
 - To assist TEA with improving teaching and learning, in accordance with the Texas Education Code §7.021(b), request from all school systems utilizing the reading instruments whether they wish to participate in an optional data sharing agreement. This agreement would allow for the sharing of student-level data collected through the reading instrument with TEA, enabling the research and analysis aimed at improving teaching and learning. Participation in the data sharing initiative is voluntary for school systems.

_____ **The publisher understands and agrees to comply with Data Sharing requirements as stated above.**

Cost Requirements

- The assessment must be provided at no cost to LEAs. This includes the scoring, reporting, and initial training for the assessment to ensure LEAs are able to meet statutory requirements at no cost.

_____ **The publisher understands and agrees to comply with Cost requirements as stated above.**

SECTION L. ADDITIONAL INFORMATION FOR THE REVIEW.

In this section, please add any information not already provided above to help with the review of this instrument. (500 words max)
