



Screening Tools Chart:

Updated: November 30, 2009

The tools chart below reflects the results of the second annual review of screening tools by the [Center's Technical Review Committee \(TRC\)](#).

The Center defines screening as follows: Screening involves brief assessments that are valid, reliable, and evidence-based. They are conducted with all students or targeted groups of students to identify students who are at risk of academic failure and, therefore, likely to need additional or alternative forms of instruction to supplement the conventional general education approach.

Chart Features

- Across the top of the chart are the standards by which the TRC reviews each tool. Click on each standard for a detailed description of how the rating was defined.
- The vendors/developers of the tools have provided implementation information which includes the cost of the tool, what is needed to implement it, the support provided, how the tool is intended to be used, and with whom it should be used. To access this information, click on name of the tool in the "Area" column.
- The ratings in the chart can be clicked on to view the specific data submitted for Classification Accuracy, Generalizability, Reliability, Validity, and Disaggregated Data for Diverse Populations.

The National Center on RTI publishes this tools chart to assist educators and families in becoming informed consumers who can select screening tools that best meet their individual needs.

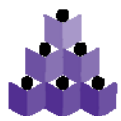
The Center's Technical Review Committee (TRC) on Screening independently established a set of criteria for evaluating the scientific rigor of screening tools. The TRC rated each submitted tool against these criteria but did not compare it to other tools on the chart. The presence of a particular tool on the chart does not constitute endorsement and should not be viewed as a recommendation from either the TRC on Screening or the National Center on RTI.

Please note that all submissions to the TRC review process were voluntary. An individual, firm, or other vendor whose tool appears on the chart chose to submit its tool for TRC review and then to have its tool and TRC ratings displayed on the chart. The National Center on RTI does not publish the names of individuals, firms, or other vendors who submit tools for review but decide against having the results included on the tools chart.

The National Center on RTI will issue another review of available reading and math screening tools in spring 2010.



TOOLS	AREA	Classification Accuracy	Generalizability	Reliability	Validity	Disaggregated Reliability, Validity, and Classification Data for Diverse Populations	Efficiency			
							Administration Format	Administration & Scoring time	Scoring Key	Benchmarks / Norms
AIMSweb	*Math - CBM	●	Moderate High	●	○	—	Group	2 minutes	Yes	Yes
	R-CBM Oral Reading	●	Moderate High	●	●	—	Individual	2 minutes	Yes	Yes
	*Test of Early Numeracy - Missing Number	●	Broad	●	●	—	Group	2 minutes	Yes	Yes
	*Test of Early Numeracy - Number Identification	●	Broad	●	○	—	Group	2 minutes	Yes	Yes
	*Test of Early Numeracy - Oral Counting	●	Broad	●	○	—	Group	2 minutes	Yes	Yes
	*Test of Early Numeracy - Quantity Discrimination	●	Broad	●	●	—	Group	2 minutes	Yes	Yes
Discover Education Predictive Assessment	*Math	●	Moderate High	●	○	●	Group	40 minutes	Yes	Yes
	*Reading	●	Moderate High	●	○	●	Group	40 minutes	Yes	Yes
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Letter Naming Fluency	○	Moderate Low	●	○	—	Individual	2 minutes	Yes	Yes
	Nonsense Word Fluency	●	Moderate Low	●	○	○	Individual	2 minutes	Yes	Yes
	Oral Reading Fluency	●	Moderate High	●	○	●	Individual	2 minutes	Yes	Yes
	Phoneme Segmentation Fluency	○	Moderate Low	○	○	●	Individual	2 minutes	Yes	Yes



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PALS	*Reading		Moderate Low				Individual Group	13 - 21 minutes	Yes	Yes
	*Kindergarten		Moderate High				Individual Group	23 - 43 minutes	Yes	Yes
	*Grades 1 - 3		Moderate High				Individual Group	23 - 43 minutes	Yes	Yes
Predictive Assessment of Reading	*Reading		Broad				Individual	16 minutes	No	Yes
Scholastic	Phonics Inventory - Screener Version		Moderate High				Individual Group	10 minutes	Computer Scored	No
STAR	Early Literacy		Broad				Individual Group	10 minutes	Computer Scored	Yes
	*Math		Broad				Individual Group	10 minutes	Computer Scored	Yes
	ⁱ Reading		Broad				Individual Group	10 minutes	Computer Scored	Yes
STEEP	Oral Reading Fluency		Moderate High				Individual	1 minute	Yes	Yes

Chart Legend:

Convincing Evidence
 Partially Convincing Evidence
 Unconvincing Evidence
 No Evidence Submitted

* Added in the 2009 review
 ⁱ Information updated during the 2009 review

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