

Screening Tools Chart

As of May 2014

This tools chart reflects the results of the fourth 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 with targeted groups of students to identify those who are at risk of academic failure and, therefore, are 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. When viewing the online version of the chart, click on each standard for a detailed description of how the rating was defined.
- The vendors/developers of the tools have provided implementation information that 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 when viewing the online version of the chart, click on the name of the tool in the "Area" column.
- To view the specific data submitted for Classification Accuracy, Generalizability, Reliability, Validity, and Disaggregated Data for Diverse Populations when viewing the online version of the chart, click the ratings in the chart.
- When viewing the online version of the chart:
 - Every column of the chart can be sorted by clicking the arrows at the tops of the columns.
 - The tools in the chart can be filtered by subject and by grade using the filter tool at the top of the chart. To see all tools again, click "Reset."
 - Tools can be compared by clicking the boxes on the far right of the chart. Select as many tools as you wish to compare and click the "Compare" button. To see all tools again, click "Reset."

The Center on Response to Intervention at American Institutes for Research publishes this 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 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 Center on Response to Intervention. Please note that all submissions to the TRC review process were voluntary.

Screening Tools Chart

TOOLS	AREA	Classification Accuracy	Generalizability	Reliability	Validity	Disaggregated Reliability, Validity, and Classification Data for Diverse Populations	Efficiency			
							Administration Format	Administration and Scoring Time	Scoring Key	Benchmarks / Norms
A+® LearningLink™-Progress in Math	Mathematics	●	Moderate Low	●	●	—	Group	35–40 minutes	Computer Scored	Yes
Acuity	English Language Arts	●	Moderate High	●	●	—	Group	50 minutes	Yes	Yes
	Mathematics	●	Moderate High	●	●	—	Group	50 minutes	Yes	Yes
AIMSweb	Mathematics—Curriculum-Based Measurement	●	Moderate High	●	○	—	Group	2 minutes	Yes	Yes
	Mathematics Concepts and Applications	●	Moderate Low	●	○	○	Individual Group	11–13 minutes	Yes	Yes
	Reading—Curriculum-Based Measurement	●	Moderate High	●	●	●	Individual	1–5 minutes	Yes	Yes
	Test of Early Literacy—Letter Naming Fluency	●	Moderate Low	●	●	—	Individual	2 minutes	Yes	Yes
	Test of Early Numeracy—Missing Number	○	Broad	●	●	—	Individual	2 minutes	Yes	Yes
	Test of Early Numeracy—Number Identification	○	Broad	●	○	—	Individual	2 minutes	Yes	Yes
	Test of Early Numeracy—Oral Counting	○	Moderate Low	○	○	—	Individual	2 minutes	Yes	Yes
	Test of Early Numeracy—Quantity Discrimination	○	Broad	●	●	—	Individual	2 minutes	Yes	Yes
Classworks Universal Screener	Mathematics	●	Moderate High	●	○	—	Group	30 minutes	Computer Scored	Yes
	Reading	●	Moderate High	●	○	—	Group	30 minutes	Computer Scored	Yes
Legend	● Convincing evidence * Added in the 2014 review ● Partially convincing evidence ** Information updated during the 2014 review ○ Unconvincing evidence — Data unavailable or inadequate									

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DIBELS 6th Edition	*Letter Naming Fluency	●	Moderate Low	●	○	—	Individual	2 Minutes	No	Yes
	*Nonsense Word Fluency	●	Moderate Low	●	●	●	Individual	2 Minutes	No	Yes
	*Oral Reading Fluency	●	Moderate Low	●	●	—	Individual	2 Minutes	No	Yes
	*Phoneme Segmentation Fluency	●	Moderate Low	●	○	—	Individual	2 Minutes	No	Yes
DIBELS Next	*Daze (DIBELS Maze)	●	Moderate High	●	○	○	Individual Group	3-6 Minutes	Yes	Yes
	*DORF (DIBELS Oral Reading Fluency)	●	Moderate High	●	○	●	Individual	1-2 Minutes	Yes	Yes
	*First Sound Fluency	○	Moderate Low	●	○	—	Individual	1-3 Minutes	Yes	Yes
	*Nonsense Word Fluency	●	Moderate High	○	○	○	Individual	1 Minute	Yes	Yes
	*Phoneme Segmentation Fluency	○	Moderate Low	○	○	—	Individual	1-2 Minutes	Yes	Yes
Discovery Education Predictive Assessment	Mathematics	●	Moderate High	●	●	●	Group	40 minutes	Yes	Yes
	Reading	●	Moderate High	●	●	●	Group	40 minutes	Yes	Yes

Legend ● Convincing evidence ○ Unconvincing evidence — Data unavailable or inadequate
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easyCBM	Mathematics	●	Moderate High	◐	●	●	Individual Group	30 minutes	Computer Scored	Yes
	Multiple Choice Reading Comprehension	●	Moderate High	○	○	◐	Individual Group	25–40 minutes	Computer Scored	Yes
	Passage Reading Fluency	●	Moderate High	—	○	◐	Individual	3–4 minute	Yes	Yes
	Vocabulary	●	Moderate High	—	◐	◐	Group	15 minutes	Computer Scored	Yes
EdcheckupStandard Reading Passages	Maze	◐	Moderate High	●	○	●	Group	20 minutes	Yes	Yes
	Oral Reading Fluency	●	Moderate High	●	●	●	Individual	15 minutes	Yes	Yes
Formative Assessment System for Teachers (FAST): Adaptive Math	*aMath	●	Moderate Low	●	◐	—	Individual	10–45 Minutes	Yes	Yes
Formative Assessment System for Teachers (FAST): Adaptive Reading	Reading	●	Moderate Low	●	●	—	Individual Group	6–20 Minutes	Computer Scored	Yes
FAST CBMReading	*English	●	Moderate Low	●	●	●	Individual	1–5 Minutes	Yes	Yes
FAST CBMReading Spanish	*Spanish	◐	Moderate Low	●	○	—	Individual	1–5 Minutes	Yes	Yes
Legend	● Convincing evidence ◐ Partially convincing evidence ○ Unconvincing evidence — Data unavailable or inadequate * Added in the 2014 review ** Information updated during the 2014 review									

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FAST earlyReading English	*Composite	●	Moderate Low	◐	●	—	Individual	5 Minutes	Yes	Yes
	*Concepts of Print	◐	Moderate Low	○	○	—	Individual	1.5–2.5 Minutes	Yes	Yes
	*Decodable Words	●	Moderate Low	●	○	◐	Individual	1–2 Minutes	Yes	Yes
	*Letter Names	◐	Moderate Low	●	○	◐	Individual	1–1.5 Minutes	Yes	Yes
	*Letter Sounds	●	Moderate Low	●	○	◐	Individual	1–2 Minutes	Yes	Yes
	*Nonsense Words	●	Moderate Low	●	○	◐	Individual	1–2 Minutes	Yes	Yes
	*Onset Sounds	●	Moderate Low	●	○	○	Individual	2–3 Minutes	Yes	Yes
	*Rhyming	●	Moderate Low	●	○	—	Individual	2–3 Minutes	Yes	Yes
	*Sentence Reading	●	Moderate Low	●	●	◐	Individual	1–2 Minutes	Yes	Yes
	*Sight Words (50)	◐	Moderate Low	●	○	—	Individual	1–2 Minutes	Yes	Yes
	*Sight Words (150)	●	Moderate Low	●	○	◐	Individual	1–2 Minutes	Yes	Yes
	*Word Blending	●	Moderate Low	●	○	○	Individual	1–3 Minutes	Yes	Yes
	*Word Segmenting	●	Moderate Low	●	○	○	Individual	1–3 Minutes	Yes	Yes

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FAST earlyReading Spanish	*Concepts of Print	○	Moderate Low	●	—	—	Individual	1.5–2.5 Minutes	Yes	Yes
	*Decodable Words	◐	Moderate Low	●	○	—	Individual	1–2+ Minutes	Yes	Yes
	*Letter Names	◐	Moderate Low	●	○	—	Individual	1–1.5 Minutes	Yes	Yes
	*Letter Sounds	◐	Moderate Low	●	○	—	Individual	1–2 Minutes	Yes	Yes
	*Onset Sounds	●	Moderate Low	●	○	—	Individual	2–3 Minutes	Yes	Yes
	*Rhyming	◐	Moderate Low	●	○	—	Individual	2–3 Minutes	Yes	Yes
	*Sentence Reading	◐	Moderate Low	●	○	—	Individual	1–2 Minutes	Yes	Yes
	*Sight Words (50)	◐	Moderate Low	●	○	—	Individual	1–2 Minutes	Yes	Yes
	*Sight Words (150)	◐	Moderate Low	●	○	—	Individual	1–2 Minutes	Yes	Yes
	*Word Blending	◐	Moderate Low	●	○	—	Individual	1–3 Minutes	Yes	Yes
	*Syllables	◐	Moderate Low	●	○	—	Individual	1–2 Minutes	Yes	Yes
	*Word Segmenting	○	Moderate Low	●	○	—	Individual	1–3 Minutes	Yes	Yes
Gates-MacGinitie Reading Tests (GMRT)	Reading	●	Moderate Low	●	○	—	Group	55 minutes	Yes	Yes
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Group Assessment and Diagnostic Evaluation	Group Mathematics Assessment and Diagnostic Evaluation (G-MADE)	●	Moderate Low	●	●	—	Individual Group	46-95 minutes	Yes	Yes
	Group Reading Assessment and Diagnostic Evaluation (GRADE)	●	Moderate Low	●	●	—	Individual Group	46-95 minutes	Yes	Yes
Iowa Tests of Basic Skills (ITBS)	Mathematics	●	Moderate High	●	●	—	Group	60 minutes	Yes	Yes
	Reading	●	Moderate High	●	●	—	Group	55 minutes	Yes	Yes
Measurement Indicators of Progress	Reading	●	Moderate Low	●	●	●	Individual Group	13-21 minutes	Yes	Yes
mCLASS	Mathematics	○	Moderate High	●	○	○	Individual Group	1-12 minutes	Yes	Yes
	Vocabulary Assessment	○	Moderate Low	●	●	○	Individual	1-2 minutes	Yes	Yes
	**3D—Text Reading and Comprehension	●	Moderate High	●	○	●	Individual	5-8 Minutes	Yes	Yes
Measures of Academic Progress (MAP)	Mathematics	●	Moderate High	●	●	●	Individual Group	40 minutes	Computer Scored	Yes
	Reading	●	Moderate High	●	●	●	Individual Group	40 minutes	Computer Scored	Yes
Measures of Academic Progress (MAP) for Primary Grades	Mathematics	●	Moderate High	●	●	●	Individual Group	40 minutes	Computer Scored	Yes
	Reading	●	Moderate High	●	●	●	Individual Group	40 minutes	Computer Scored	Yes
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Observation Survey of Early Literacy Achievement	Reading	●	Broad	●	●	●	Individual	15–45 minutes	Yes	Yes
PALS	Early Literacy (Kindergarten)	●	Moderate High	●	◐	●	Individual Group	23–43 minutes	Yes	Yes
	Reading (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	Reading-Screener Version	◐	Moderate High	●	◐	—	Individual Group	10 minutes	Computer Scored	No
STAR	Early Literacy	◐	Broad	●	◐	●	Individual Group	10 minutes	Computer Scored	Yes
	Mathematics	●	Broad	●	●	●	Individual Group	10 minutes	Computer Scored	Yes
	Reading	●	Broad	●	●	●	Individual Group	10 minutes	Computer Scored	Yes
STEEP	Oral Reading Fluency	●	Moderate High	●	◐	—	Individual	1 minute	Yes	Yes
TPRI Early Reading Assessment	Reading	●	Moderate Low	◐	○	◐	Individual	2–6 minutes	Yes	Yes
Legend	● Convincing evidence * Added in the 2014 review ◐ Partially convincing evidence ** Information updated during the 2014 review ○ Unconvincing evidence — Data unavailable or inadequate									