

Formative Assessment System for Teachers

| Criterion | Specific Indicators | Rating | Feedback from Reviewers | Tally of rating |
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| Validity, Reliability and Consistency in Scoring | | | | |
| Evidence of test reliability and consistency in scoring | <p>Results of reliability studies are reported for each grade assessment</p> <p>Evidence includes: The studies are appropriate given the purpose of the measure. For each grade-level, studies provide evidence of:</p> <ul style="list-style-type: none"> • Split-half reliability • Coefficient alpha • Test-retest reliability • Classification consistency | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0) PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1) MEETS OR EXCEEDS –most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. Correlations demonstrate ranges of .7 or higher. (2)</p> | <p>Would like to see SEM for cut scores and score ranges.</p> <p>Some of the items are available upon request.</p> | <p>Does not meet –</p> <p>Partially Meets - I</p> <p>Meets or Exceeds - I</p> |
| | <p>Standard error of measurement or standard estimate of error is reported</p> <p>Evidence includes:</p> <ul style="list-style-type: none"> • SEM estimates are reported for score ranges and cut-scores. • SEM estimates are reported for score ranges and cut-scores for each | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0) PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1)</p> | | <p>Does not meet – I</p> <p>Partially Meets -</p> <p>Meets or Exceeds - I</p> |

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| | assessment (grade-level, form, subtest). | MEETS OR EXCEEDS --Information and data provided suggests acceptable or strong evidence. (2) | | |
| | <p>Inter-rater reliability studies have been conducted. Study sample used to establish inter-rater reliability represents test administrators.</p> <p>Evidence includes:</p> <ul style="list-style-type: none"> • Inter-rater reliability studies have been conducted for each grade level and are based on a representative sample of educators who will administer and score the assessment. • Inter-rater reliability coefficients exceed .7. | <p>DOES NOT MEET-evidence was not provided for this criteria or information does not demonstrate evidence. (0)</p> <p>PARTIALLY MEETS-partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1)</p> <p>MEETS OR EXCEEDS –most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p> | | <p>Does not meet –</p> <p>Partially Meets -</p> <p>Meets or Exceeds - I</p> |
| | <p>Studies have been conducted to establish reliability with all subcategories of students who will take the assessment.</p> <p>Evidence Includes: Studies that demonstrate reliability has been established from scoring samples of students that include: Non-ELLs with and without reading deficiencies and ELLs with and without reading</p> | <p>DOES NOT MEET-evidence was not provided for this criteria or information does not demonstrate evidence. (0)</p> <p>PARTIALLY MEETS-partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1)</p> <p>MEETS OR EXCEEDS –most information for the criterion is</p> | | <p>Does Not Meet –</p> <p>Partially Meets – I</p> <p>Meets or Exceeds - I</p> |

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| | deficiencies. | provided. Information and data provided suggests acceptable or strong evidence. (2) | | |
| Alternative forms available for multiple assessments with demonstrated equivalence or comparability | <p>If alternative forms are provided, all forms have demonstrated evidence of equivalence or comparability such as test-retest, parallel form and internal consistency.</p> <ul style="list-style-type: none"> Technical reviews indicate all forms for each grade level have demonstrated evidence of comparability and content specifications. <p>Evidence includes:</p> <ul style="list-style-type: none"> Sufficient forms are provided to allow for progress monitoring between interim assessments. Split-half reliability. Coefficient alpha reliability. | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0)</p> <p>PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1)</p> <p>MEETS OR EXCEEDS –most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence correlations demonstrate ranges of .7 or higher. (2)</p> | | <p>Does not meet –</p> <p>Partially Meets -</p> <p>Meets or Exceeds - II</p> |
| Content and Construct Validity | | | | |
| Evidence of content and construct validity | Evidence reported to demonstrate the assessment helps correctly identify students with “ <i>significant reading deficiencies</i> ” so that successful remediation and intervention can be | <p>Rating</p> <p>Does Not Meet – evidence was not provided for this criteria or information does not</p> | | <p>Does not meet –</p> <p>Partially Meets - I</p> <p>Meets or Exceeds - I</p> |

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| | <p>provided; studies have been conducted with similar assessments to show that the assessment measures reading ability, not other irrelevant criteria.</p> <p>Evidence includes:</p> <ul style="list-style-type: none"> • A clear description is provided that demonstrates the purpose of the assessment is to screen students for reading concerns. • Content specifications for each grade-level, including a complete description of the test content, purpose(s), and intended use(s), and assessment blueprint as appropriate, is provided. | <p>demonstrate evidence. (0)</p> <p>Partially Meets – partial evidence was provided related to the criterion and/or data provided demonstrates weak evidence (1)</p> <p>Meets or Exceeds – most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence</p> | | |
| | <p>Reading levels are reported for passages and how levels were established. Reading levels of assessment passages have been field-tested or have other evidence.</p> <p>Evidence includes:</p> <ul style="list-style-type: none"> • Field testing populations should be clear and should | <p>Does Not Meet – evidence was not provided for this criteria or information does not demonstrate evidence. (0)</p> <p>Partially Meets – partial evidence was provided related</p> | | <p>Does not meet –</p> <p>Partially Meets - I</p> <p>Meets or Exceeds - I</p> |

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| | <p>mirror the school/district demographics.</p> <ul style="list-style-type: none"> Statistics used to establish the reading levels are reported with both ELL and Non-ELL populations. Findings from a content review by field experts, including teachers in tested grade levels. | <p>to the criterion and/or data provided demonstrates weak evidence. (1)</p> <p>Meets or Exceeds – most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence</p> | | |
| | <p>If appropriate, findings from alignment studies to demonstrate alignment with Colorado Academic Standards for Language Arts and resolution for any resulting concerns.</p> | <p>DOES NOT MEET-evidence was not provided for this criteria or information does not demonstrate evidence. (0)</p> <p>PARTIALLY MEETS-partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1)</p> <p>MEETS OR EXCEEDS –most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p> | | <p>Does not meet –</p> <p>Partially Meets - I</p> <p>Meets or Exceeds - I</p> |
| | <p>There are studies of construct validity, such as convergent and discriminant analysis, demonstrating</p> | <p>DOES NOT MEET-evidence was not provided for this criteria or information does not demonstrate</p> | | <p>Does not meet –</p> <p>Partially Meets -</p> |

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| | <p>correlations of .7 or above.</p> | <p>evidence. (0) PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1) MEETS OR EXCEEDS –most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p> | | <p>Meets or Exceeds - I</p> |
| <p>Evidence of criterion/predictive validity accurately identifying students with “<i>significant reading deficiency</i>”</p> | <p>Evidence reported to demonstrate that the assessment has established criterion and/or predictive validity to correctly identify students with and without a “<i>significant reading deficiency.</i>”</p> <p>Evidence includes:</p> <ul style="list-style-type: none"> • A clear definition of the criterion or measure that were used to establish concurrent validity. • Studies with similar assessments that demonstrate the assessment measures reading ability, not other irrelevant criteria. Predictive validity correlations above .7. | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0) PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1) MEETS OR EXCEEDS –most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p> | | <p>Does not meet –</p> <p>Partially Meets - I</p> <p>Meets or Exceeds - I</p> |
| <p>Determination of cut-</p> | <p>The assessment has</p> | <p>DOES NOT MEET- evidence was not</p> | <p>Would like to see more information</p> | <p>Does not meet –</p> |

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| <p>scores based upon well-designed pilot study</p> | <p>established cut-scores for decision making about students' "<i>significant reading deficiency</i>" using adequate demographics representing (i.e., 10% ELL and 25% F/R lunch), appropriate criterion assessment, adequate sample size, and appropriate statistics.</p> <p>Evidence indicates:</p> <ul style="list-style-type: none"> • Includes a description of the process used to establish the cut points. • A full description of the norming sample. • The norming sample is a large representative national sample of students at the same grade level and is representative of the testing population according to gender, ELL status, special needs status and F/R lunch status. | <p>provided for this criteria or information does not demonstrate evidence. (0)</p> <p>PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1)</p> <p>MEETS OR EXCEEDS –most information for the criterion is provided. Information and 2data provided suggests acceptable or strong evidence. (2)</p> | <p>on subgroups and include more subgroups</p> | <p>Partially Meets - I</p> <p>Meets or Exceeds - I</p> |
| | <p>Studies of classification accuracy analysis provide evidence that the measure appropriately identifies students as indicated in the description of purpose of the assessment, demonstrating values that exceed .8 or higher.</p> | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0)</p> <p>PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1)</p> | | <p>Does not meet –</p> <p>Partially Meets -</p> <p>Meets or Exceeds - II</p> |

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| | | <p>MEETS OR EXCEEDS –most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p> | | |
| | <p>Acceptable, recognized procedures are followed for setting cut-scores.</p> | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0) PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1) MEETS OR EXCEEDS –most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p> | | <p>Does not meet –</p> <p>Partially Meets -</p> <p>Meets or Exceeds - II</p> |
| | <p>SEM estimates are reported for cut-scores with guidance for score interpretation.</p> | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0) PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak</p> | | <p>Does not meet –</p> <p>Partially Meets - I</p> <p>Meets or Exceeds - I</p> |

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| | | <p>evidence.(1) MEETS OR EXCEEDS –most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p> | | |
| Universal Design | <p>Evidence reported to demonstrate that the assessment has cultural validity, that fairness and bias issues have been addressed; the assessment is accessible to all learners, considering minimizing language load; the format is not a barrier to student performance.</p> <p>Evidence includes:</p> <ul style="list-style-type: none"> • Addressed issues of equity of utility for all populations. • Results of bias reviews and plans that have addressed any concerns. • At least two to three types of classification, reliability, and validity study data have been disaggregated by subgroups and meet the criteria. • Culturally diverse students were included throughout the entire process of test development. | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence.(0) PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1) MEETS OR EXCEEDS –most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p> | <p>Not by subtype, but explanation of language used in passages satisfactory</p> | <p>Does not meet –</p> <p>Partially Meets - II</p> <p>Meets or Exceeds -</p> |

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| | <p>For example in the samples of pilot students, in cognitive interviews, etc.</p> <ul style="list-style-type: none"> The content of the reading materials does not favor mainstream culture. | | | |
| Third party evaluation conducted | Evidence reported to demonstrate that an independent, qualified third party has provided a thorough and unbiased evaluation of the quality of the assessment. | <p>DOES NOT MEET-evidence was not provided for this criteria or information does not demonstrate evidence. (0)</p> <p>PARTIALLY MEETS-partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1)</p> <p>MEETS OR EXCEEDS –most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p> | | <p>Does not meet –</p> <p>Partially Meets -</p> <p>Meets or Exceeds - II</p> |
| Administration & Scoring | | | | |
| Standardization of materials and procedures for administration | Administration protocol is scripted and provides precise guidelines; administration windows are clearly identified; materials are provided or clear guidelines are provided if materials are to be created; includes both electronic and hard copy administration | <p>DOES NOT MEET-evidence was not provided for this criteria or information does not demonstrate evidence. (0)</p> <p>PARTIALLY MEETS-partial evidence was provided related to the criterion and/ or</p> | Could not find the online admin manual | <p>Does not meet –</p> <p>Partially Meets - I</p> <p>Meets or Exceeds - I</p> |

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| | manual that is clear and concise. | data provided demonstrates weak evidence. (1) MEETS OR EXCEEDS –most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2) | | |
| Efficiency of administration | The amount of time needed to administer the assessment is reasonable and balanced to the information provided. | DOES NOT MEET - evidence was not provided for this criteria or information does not demonstrate evidence. (0) PARTIALLY MEETS - partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1) MEETS OR EXCEEDS –most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2) | | Does not meet – Partially Meets - Meets or Exceeds - II |
| Efficiency of scoring | The amount of time needed to score the assessment is reasonable and balanced to the information provided; computer-assisted scoring is available; procedures for | | | Does not meet – Partially Meets - Meets or Exceeds - II |

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| | calculating scores are clear; scores can be stored and reported electronically. | | | |
| Accommodations clearly stated and described for students with disabilities and students with special needs (504, etc.) | <p>The differing needs of students with disabilities are specifically addressed.</p> <p>Evidence includes:</p> <ul style="list-style-type: none"> Any accommodations do not compromise the interpretation or purpose of the test. Specific administration guidelines are provided for implementing any accommodations. How to address accommodations is specifically addressed in the training materials or program. Suggested accommodations are research or evidence-based. | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0)</p> <p>PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1)</p> <p>MEETS OR EXCEEDS –most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p> | <p>Not found</p> <p>The only current accommodation is using the ipad for students with differing needs or disability.</p> | <p>Does not meet – I</p> <p>Partially Meets - I</p> <p>Meets or Exceeds -</p> |
| Accommodations clearly stated and described for Second Language Learners | <p>The accommodations directly address the linguistic needs of the student.</p> <p>Evidence includes:</p> <ul style="list-style-type: none"> Any accommodation does not compromise the interpretation or purpose of the test. Specific administration guidelines are | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0)</p> <p>PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1)</p> <p>MEETS OR EXCEEDS</p> | <p>Cannot find</p> <p>Does not have accommodations for ELLS; such as dialect or articulation errors</p> | <p>Does not meet – II</p> <p>Partially Meets -</p> <p>Meets or Exceeds -</p> |

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| | <p>provided for implementing any accommodations.</p> <ul style="list-style-type: none"> • How to address accommodations is specifically addressed in the training. • Suggested accommodations are research or evidence-based. | <p>–most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p> | | |
| Utility | | | | |
| <p>Scores are easily interpreted to determine a “significant reading deficiency”</p> | <p>Scores clearly specify whether a student is categorized as having a “significant reading deficiency”.</p> <p>Evidence includes:</p> <ul style="list-style-type: none"> • Score ranges or a scale is provided. • Guides for interpretation of scores are provided. | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence.(0)</p> <p>PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1)</p> <p>MEETS OR EXCEEDS –most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p> | p. 49 | <p>Does not meet –</p> <p>Partially Meets -</p> <p>Meets or Exceeds - II</p> |
| <p>Cost effective: Materials, administration costs including personnel, scoring, and training</p> | <p>Materials are provided or easily accessible; time away from instruction is minimal; no additional personnel required; all costs inclusive including any additional data platform or storage</p> | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence.(0)</p> <p>PARTIALLY MEETS - partial evidence</p> | | <p>Does not meet –</p> <p>Partially Meets -</p> <p>Meets or Exceeds - II</p> |

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| | <p>costs; minimal data entry is required.</p> | <p>was provided related to the criterion and/ or data provided demonstrates weak evidence (1) MEETS OR EXCEEDS –most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p> | | |
| <p>Reports provide guidance for interpretation useful to educators, administrators, and parents</p> | <p>Information is displayed in a format and language that is understandable to educators, administrators and parents;</p> <ul style="list-style-type: none"> • Data reports are easily read and interpreted. • Clear description of how to interpret results. • Reports provide trajectory for student progress. • District, school, classroom, and student reports provided. • Reports available in real-time. • Reports can be exported to data-base formats. • Reports available in languages other than English. • Customer service is available provided for users. | <p>DOES NOT MEET-evidence was not provided for this criteria or information does not demonstrate evidence. (0) PARTIALLY MEETS-partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1) MEETS OR EXCEEDS –most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p> | <p>Limited visuals accessed online and seem helpful. It is not clear if there is a district level report, if it is compatible with data storage systems, or available in other languages</p> | <p>Does not meet – Partially Meets - I Meets or Exceeds - I</p> |

Strengths:

- 1) Computer adaptive, price, easy to administer
- 2) Cost-effective, currently is free with contributing research; estimated costs are \$2 per student
- 3) Well-researched from the university of Minnesota

Weaknesses:

- 1) It would be helpful to see more information about accommodations, information about reports and compatability
- 2) No accommodations for dialect, articulation for ELLs
- 3) Does not disaggregate subgroups

Recommend: X X

Not Recommended: