

**Board of Public Education**

**List of Approved Screening Tools**

**Application**

**Purpose**: According to ARM [10.54.901](https://rules.mt.gov/browse/collections/aec52c46-128e-4279-9068-8af5d5432d74/policies/96f56648-b2eb-433c-a3e8-396798c90508), the Board of Public Education must review the list of approved evaluation methodology screening tools in odd years to ensure continuous adherence to developmentally appropriate and research-based screening tool requirements. This document is for application to the [List of Approved Evaluation Methodology Screening Tools](https://bpe.mt.gov/Home/2024-List-of-Approved-Evaluation-Methodology-Screening-Tools.pdf).

**Submission Procedures**: Applications must be received by the Board of Public Education at bpe@mt.gov between December 1, 2024 and January 1, 2025 at 5PM. The Board will take action on the applications and recommendations at their March 2025 Board meeting.

**Name of Assessment**: **Date of Application**:

**Name of Applicant**:

1. The evaluation methodology denotes the instrument or assessment used to determine if the child is above, at, or below a developmental trajectory leading to reading proficiency upon completion of 3rd grade and may address one or all of the following domains. **Please check the boxes to indicate which domain(s) are assessed in the instrument(s) and provide links to supporting documents for reviewers** (check all that apply).
* Oral language
* Phonological Awareness
* Alphabet Knowledge
* Phonemic Awareness
* Listening Comprehension
* Developmental Spelling
* Vocabulary
* Word Reading
* Connected Text Fluency
* Connected Text Accuracy
* Reading Comprehension
* Reading Composite Score
1. Is this evaluation methodology (an) (check all that apply):
* Early Literacy Screener
* Early Oral Language Screener
* Early Literacy and Oral Language Screener
* Criterion-Referenced
* Norm-Referenced

**Please provide evidence to support responses to the following questions.**

1. Is the assessment developmentally appropriate?
2. Is the assessment research-based?
3. Does the assessment reliably predict future reading proficiency?
4. Does the assessment demonstrate construct and criterion validity for predicting future reading proficiency?
5. Is the assessment sensitive enough to identify true positives for early literacy difficulties?
6. Is the assessment specific enough to identify true negatives for early literacy difficulties?
7. Is the assessment sensitive enough to identify true positives for oral language difficulties?
8. Is the assessment specific enough to identify true negatives for oral language difficulties?
9. Is the assessment available for use across 3.5 years of age through age 9 (third grade)?
10. Has a new edition of the assessment been published within the last 20 years?
11. Has a normative update of the assessment been published within the last 10 years?
12. Is the assessment clearly described as a “screener”?
13. Is the assessment clearly described as an efficient protocol with an administration time of 20 minutes or less?
14. Is the assessment aligned with formative assessments?
15. Can the assessment be given in English and Spanish?
16. Under [20-7-1803](https://leg.mt.gov/bills/mca/title_0200/chapter_0070/part_0180/section_0030/0200-0070-0180-0030.html), MCA, the evaluation must be cost-effective. What is the average per year cost, and please describe how you determine these rates.