



Board of Public Education List of Approved Screening Tools Criteria

Purpose: According to ARM [10.54.901](#), 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](#). Applications will be reviewed and approved based on the following criteria and timeline.

Name of Assessment:

Date of Application:

Name of Applicant:

Name of Reviewer:

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 denoting which of the following criteria are addressed in the assessment 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

2. 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

Attributes	Minimal Evidence	Moderate Evidence	Strong Evidence
Is the assessment developmentally appropriate? (appropriateness of the constructs/content measured by the instrument for determining risk of reading difficulties)			
Is the assessment research-based? (clear and compelling theoretical framework and evidence through the age and grade range specified)			
Does the assessment have reliability for later reading success? (.8 or higher)			
Does the assessment have construct and criterion validity for later reading success? (.8 or higher)			
Does the assessment have sensitivity for finding true positives for early literacy difficulties? (.8 or higher, preferably .9 for sensitivity).			
Does the assessment have specificity for finding true negatives for early literacy difficulties? (.8 or higher).			
Does the assessment have sensitivity for finding true positives for oral language difficulties? (.8 or higher, preferably .9 for sensitivity).			
Does the assessment have specificity for finding true negatives for oral language difficulties? (.8 or higher)			
Is the assessment available for use across 3.5 years of age through age 9 (third grade)?			
Has a new edition of the assessment been published within the last 20 years?			
Has a normative update of the assessment been published within the last 10 years?			
Is the assessment clearly described as a “screener”?			
Is the assessment clearly described as an efficient protocol with an administration time of 20 minutes or less?			
Is the assessment aligned with formative assessments?			
Can the assessment be given in English and Spanish?			

Recommendation: