

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 | | | | | | |