R09 Academic Screening Tools At-a-Glance

To find more detailed information on additional academic screening tools visit at http://[www.intensiveintervention.org](http://www.intensiveintervention.org), National Center on Intensive Intervention at American Institutes for Research, <http://www.rti4success.org/resources/tools-charts/screening-tools-chart>, or the sites listed in the examples below. *Note. Ci3T does not endorse any specific screening tools including those listed below, they are provided as illustration only – to support* ***Ci3T Leadership Teams*** *and* ***District Decision Makers*** *as they begin to examine tools to select the one that best meets their intended purpose and needs.*

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| Reference | Description | Cost and Retrieval Information |
| Acuity  McGraw Hill Education (2016). *Acuity*. Columbus, OH: McGraw Hill Education. | * Standards-based progress monitoring assessment tool for math and literacy * K-12 * Computer (adaptive) or fixed-form * 50 minutes for group administration | * www.mheducation.com/prek-12/platforms/acuity.html * $9.50 per subject per student per year * $11.90 for both subjects per students per year |
| AIMSweb  Pearson Education (2014). *AIMSweb*. Bloomington, IN: NCS Pearson. | * Universal screening, progress monitoring, and data management system for reading and math * K-12 * 2-5 minutes per student depending on measure * Computer-based, can print forms for student assessment * Links to other Pearson intervention products | * [www.aimsweb.com](http://www.aimsweb.com) * $6.50 per student per year for AIMSweb Pro Complete (reading, language arts, math) * $4.50 per student per year if purchasing reading separately * $4.50 per student per year if purchasing math separately * $5.50 per student per year if purchasing language arts separately |
| Dynamic Indicators of Basic Early Literacy Skills (DIBELS)  Kaminski, R. A., & Good, R. H. (2013). *Dynamic indicators of basic early literacy skills.* Fredrick, CO: Sopris West. | * Brief standardized indicators of early literacy skills * Benchmark assessment, universal screening, and progress monitoring assessment * K-6 * 3-8 minutes per student depending on grade level and measures | * www.dibels.org * Free to use paper-and-pencil version * Can add online scoring and a data management system service for $6-15 per student * About $91 to buy a premade grade-level kit; $11-25 to buy assessment manuals |
| Phonological Awareness Literacy Screening (PALS)  CaseNEX (2016). *Phonological awareness literacy screening (PALS)*. Charlottesville, VA: CaseNEX. | * Early literacy and reading screening, diagnosis, and progress monitoring * PreK-3, PALS Plus 3-8 * Computer scored * 23-43 minutes to administer and score | * www.palsmarketplace.com * $5 per student the first year, $1.60 subsequent years (materials only) * $7 per student the first year, $3.60 subsequent years (materials and online score entry and reporting system) |
| STAR 360°  Renaissance Learning (2009). *STAR 360°.* Wisconsin Rapids, WI: Renaissance Learning. | * Comprehensive assessment system for reading, math, and early literacy * Screening, benchmarking, growth measurement, progress monitoring, and instructional planning * PreK-12 * 20 minutes or less | * www.renaissance.com/products/star-assessments/star-360 * About $1 per student per year after first year startup costs of about $9 per student |

*Note.* PreK = pre-kindergarten; K = kindergarten

# Considerations for Selecting an Academic Screening Tool

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| Consideration | Guiding Questions | Ci3T Team Members’ Response |
| Population served | * Is the academic screener designed for use at your school level? * Does your district want one screener for use across all schools, PreK through 12th grade? |  |
| Cost | * What is your available budget? * Are commercially available academic screeners an option, or are free tools needed? * Will the district or the school be responsible for any costs? * Is cost dependent on number of students or a standard fee for use per schools or district? |  |
| Time | * How much time does the academic screener take per child or per class? * How much time can be allotted for academic screening, including preparation, administration, scoring, and interpretation? * Are resources available for benchmarking and progress monitoring? |  |
| Technology | * What technology is required to support the academic screener? * Do we currently have the structures and personnel to support the new technology? * Will teacher administer the academic screener with paper-and-pencil (consider cost of copies, time for scoring, time for compiling results) or by computer? |  |
| Intervention | * Does the academic screener come as part of a family of tools that includes comprehensive assessments and intervention materials for use with outcome data? * Do we have the structures and resources to support student with intervention needs? |  |
| Usability | * Does the screener come with training resources or are these additional costs? * Is technical assistance readily available for administration, managing data, and using results? * Are reports accessible and user friendly? |  |
| Other considerations? | * What other questions do we have for our team follow up on with the tool publisher? * What other questions do we need to discuss with our District Leaders? |  |