

**Texas Education Agency
Request for Information (RFI) Form
Prekindergarten Assessment Instrument**

English and Spanish versions of an instrument must be submitted separately for review.

SECTION A. GENERAL FEATURES

In this section you will be asked to describe the general features of your instrument.

Title of Instrument:

Publisher:

Brief Summary of the Instrument:

Language(s): English Spanish Other - describe:

Format (s):

- Paper and pencil
- Computer (not adaptive)
- Computer adaptive
- Survey
- Observation
- Other - describe:

What age levels are appropriate for this instrument?

- 2 year olds
- 3 year olds
- 4 year olds
- 5 year olds
- Other - describe:

Which of the following time points during a school year does this instrument allow for assessment?

- Beginning of year
- Middle of year
- End of year
- Other - describe:

**Texas Education Agency
Request for Information (RFI) Form
Prekindergarten Assessment Instrument**

SECTION B. CONTENT

In this section you will be asked to describe the content of your instrument.

- For each domain, indicate which skills are addressed.
- List the time (per student, in minutes) required to administer each skill included in the instrument.
- List the time (per student, in minutes) required to score each skill included in the instrument.
- If additional skills are addressed within a domain, use the “Other” options to briefly describe the skill addressed and then list the administration and scoring times (per student).
- If additional domains are included in the instrument, use the section at the bottom to describe the domains, the skills included in the domains, as well as the time required to administer and score each skill (per student).

SOCIAL AND EMOTIONAL DEVELOPMENT
(a.k.a health and wellness)
(*Select all that apply*)

**Time to Administer
per student**
(*minutes*)

**Time to Score
per student**
(*minutes*)

- Gross and Fine Motor (required)**
- Self-Regulation - including attention (required)**
- Relationships with Others
- Self-Awareness
- Other - describe:
- Other - describe:
- Other - describe:

**Texas Education Agency
Request for Information (RFI) Form
Prekindergarten Assessment Instrument**

SECTION B. CONTENT *(Continued)*

**EMERGENT LITERACY -
LANGUAGE AND COMMUNICATION**

(Select all that apply)

**Time to Administer
per student**
(minutes)

**Time to Score
per student**
(minutes)

Listening Comprehension (required)

Vocabulary (required)

Articulation

Speaking (Conversation)

Sentence Structure

Other - describe:

Other - describe:

Other - describe:

**EMERGENT LITERACY -
READING**

(Select all that apply)

**Time to Administer
per student**
(minutes)

**Time to Score
per student**
(minutes)

Phonological Awareness (required)

Alphabet Knowledge (required)

Comprehension of Text

Concepts of Print

Other - describe:

Other - describe:

Other - describe:

**Texas Education Agency
Request for Information (RFI) Form
Prekindergarten Assessment Instrument**

SECTION B. CONTENT *(Continued)*

**EMERGENT LITERACY -
WRITING**

(Select all that apply)

**Time to Administer
per student**
(minutes)

**Time to Score
per student**
(minutes)

Conventions in Writing (required)

Other - describe:

Other - describe:

Other - describe:

MATHEMATICS

(Select all that apply)

**Time to Administer
per student**
(minutes)

**Time to Score
per student**
(minutes)

Number Sense (required)

Classification & Patterns (required)

Joining and Separating

Geometry & Spatial Sense

Measurement

Other - describe:

Other - describe:

Other - describe:

**Texas Education Agency
Request for Information (RFI) Form
Prekindergarten Assessment Instrument**

SECTION B. CONTENT *(Continued)*

If additional domain(s) are included in this instrument, please describe the domain, the skills included in the domain, and the time required to administer and score each skill:

**Texas Education Agency
Request for Information (RFI) Form
Prekindergarten Assessment Instrument**

SECTION C. ADMINISTRATION

In this section you will be asked to describe how the instrument is administered.

What is the instrument administration format?

- One-on-one (one student at a time)
- Group format (multiple students at one time)

**Please provide a brief description of the administration, including who may administer the instrument (e.g., teachers, teaching assistants, etc.) and what is required of the student.
(250 words max)**

Name of supporting document(s) where this information is best represented and specific page range:

**Texas Education Agency
Request for Information (RFI) Form
Prekindergarten Assessment Instrument**

SECTION D. ADMINISTRATOR TRAINING

In this section you will be asked to describe the training required for administrators of this instrument as well as any required administrator qualifications.

Describe the training required for instrument administrators including estimated amount of time for training. Include any special qualifications required of administrators. If training certification is required prior to administration of the instrument, describe the certification requirements, cost, etc. (400 words max).

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Request for Information (RFI) Form
Prekindergarten Assessment Instrument**

SECTION E. SCORING - In this section you will be asked to describe how the instrument is scored.

How is the instrument scored (this refers to how scores are generated not how the instrument is administered):

- Manual – paper only
- Manual – web-based entry after administration
- Computer automated – test is administered on the computer and automatically scored
- Other – describe:

Describe the scoring of the instrument. Provide information about how each individual domain and underlying skill, and the full instrument are scored (e.g., does each domain receive an individual score, does each skill receive an individual score, is there a score for the entire instrument, are there scores for combined portions of the instrument, etc.). For all scores provided, describe the type of scores provided (e.g., raw score, t score, percentile, performance category, etc.) (500 words max)

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**Texas Education Agency
Request for Information (RFI) Form
Prekindergarten Assessment Instrument**

SECTION F. PSYCHOMETRICS

In this section you will be asked to describe psychometric features of the instrument. For each question below, please attach supporting documentation (such as a technical report, white paper, manuscript, etc.). In your 500-word written description please refer to specific documents as well as page numbers to help expedite careful review. Submit any/all supporting documents.

- 1. Provide evidence of the instrument's ability to monitor PreK progress (for example, sensitivity to student improvement, end of year benchmarks, number of alternate forms and evidence of comparable difficulty, etc.) (500 words max)**

1.1 Name of supporting document(s) where this information is best represented and specific page range:

**Texas Education Agency
Request for Information (RFI) Form
Prekindergarten Assessment Instrument**

SECTION F. PSYCHOMETRICS *(Continued)*

2. Provide evidence of classification accuracy (the extent to which the instrument is able to accurately classify students into “risk” categories). Specifically, please provide evidence about the external measures used as an outcome, children in the study used to evaluate classification accuracy, alignment with an RTI approach, cut- points, and/or sensitivity/specificity. (500 words max)

2.1 Name of supporting document(s) where this information is best represented and specific page range:

**Texas Education Agency
Request for Information (RFI) Form
Prekindergarten Assessment Instrument**

SECTION F. PSYCHOMETRICS *(Continued)*

3. Describe the generalizability of the instrument (the extent to which results from one population can be applied to another population; please describe the size and diversity of the norming/validation sample). (500 words max)

3.1 Name of supporting document(s) where this information is best represented and specific page range:

**Texas Education Agency
Request for Information (RFI) Form
Prekindergarten Assessment Instrument**

SECTION F. PSYCHOMETRICS *(Continued)*

4. Describe evidence of test-retest reliability. (500 words max)

4.1 Name of supporting document(s) where this information is best represented and specific page range:

**Texas Education Agency
Request for Information (RFI) Form
Prekindergarten Assessment Instrument**

SECTION F. PSYCHOMETRICS *(Continued)*

5. Describe evidence of inter-rater reliability. (500 words max)

5.1 Name of supporting document(s) where this information is best represented and specific page range:

**Texas Education Agency
Request for Information (RFI) Form
Prekindergarten Assessment Instrument**

SECTION F. PSYCHOMETRICS *(Continued)*

6. Describe evidence of internal consistency (coefficient alpha). (500 words max)

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**Texas Education Agency
Request for Information (RFI) Form
Prekindergarten Assessment Instrument**

SECTION F. PSYCHOMETRICS (*Continued*)

7. Submit suitable psychometric data from the instrument development process (ex; factor analysis; IRT including but not limited to the standard error of measurement, and indices of item discrimination and difficulty). (500 words max)

7.1 Name of supporting document(s) where this information is best represented and specific page range:

**Texas Education Agency
Request for Information (RFI) Form
Prekindergarten Assessment Instrument**

SECTION F. PSYCHOMETRICS *(Continued)*

**8. Describe evidence of validity, or the extent to which the instrument accurately measures what it is intended to measure. Include evidence of content validity, construct validity, and predictive validity.
(1500 words max)**

**Texas Education Agency
Request for Information (RFI) Form
Prekindergarten Assessment Instrument**

SECTION F. PSYCHOMETRICS *(Continued)*

8.1 Name of supporting document(s) where this information is best represented and specific page range:

**Texas Education Agency
Request for Information (RFI) Form
Prekindergarten Assessment Instrument**

SECTION G. FORMATIVE USE

In this section you will be asked to describe how the instrument can be used for formative purposes/data-based individualization.

Does the instrument offer the following features? *(Select all that apply)*

- Decision rules for making changes to instruction.
- Decision rules for setting and/or increasing student performance goals.
- Neither of the above options.

Please describe your responses. (500 words max)

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**Texas Education Agency
Request for Information (RFI) Form
Prekindergarten Assessment Instrument**

SECTION H. VIEWING AND REPORTING

In this section you will be asked to describe how scores and reports may be used by various interested parties (e. g., if there are various “views” of results that can be accessed).

Does the instrument allow for the following “views” of results? *(Select all that apply)*

- Individual student
- Whole classroom
- Whole school
- Parent view
- None of the above options

Please describe how scores can be disaggregated and reported separately for subgroups. (500 words max)

**Texas Education Agency
Request for Information (RFI) Form
Prekindergarten Assessment Instrument**

SECTION H. VIEWING AND REPORTING *(Continued)*

Does the instrument provide easily generated (e.g., automated) reports for the following?

(Select all that apply)

- Individual students
- Whole classrooms
- Whole schools
- Parents - in English
- Parents - in Spanish
- Parents - in another language - describe:

Please describe how reports are generated and any human intervention or time required to generate the reports as well as the general content of available reports. (500 words max)

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**Texas Education Agency
Request for Information (RFI) Form
Prekindergarten Assessment Instrument**

SECTION I. INSTRUCTIONAL RESOURCES

In this section you will be asked to describe the types of instructional resources provided/accessible to teachers and families that align with and/or support this instrument (e. g., teacher grouping support, instructional activities targeting specific student or student group instructional needs, family activities aligned to student needs, etc.).

Please describe the teacher resources that are available and accessible that align with/support this instrument. Please include information about any additional costs associated with access to and/or use of these resources. (500 words max)

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**Texas Education Agency
Request for Information (RFI) Form
Prekindergarten Assessment Instrument**

SECTION I. INSTRUCTIONAL RESOURCES *(Continued)*

Please describe the family resources that are available and accessible that align with/support this instrument. Please include any information about additional costs associated with access to and/or use of these resources. (500 words max)

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**Texas Education Agency
Request for Information (RFI) Form
Prekindergarten Assessment Instrument**

SECTION J. INSTRUMENT COSTS

In this section you will be asked to describe the costs of the instrument. Be sure to include the cost per student, as well as any additional costs required for “add-ons”, access to additional resources, etc.

Please outline the costs per student for this instrument. Be sure to include and delineate any additional costs associated with “add-ons”, resources, etc. The costs per student for use of the instrument and any associated tools, reporting, etc. must be clearly outlined. (500 words max)

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**Texas Education Agency
Request for Information (RFI) Form
Prekindergarten Assessment Instrument**

SECTION K. ADDITIONAL INFORMATION FOR THE REVIEW

In this section, please add any information not already provided above to help with the review of this instrument. (500 words max)