

CURRICULUM ADVANTAGE

| Criterion | Specific Indicators | Rating | Feedback from Reviewers | Tally of rating |
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| Validity, Reliability and Consistency in Scoring | | | | |
| Evidence of test reliability and consistency in scoring | <p>Results of reliability studies are reported for each grade assessment</p> <p>Evidence includes: The studies are appropriate given the purpose of the measure. For each grade-level, studies provide evidence of:</p> <ul style="list-style-type: none"> • Split-half reliability • Coefficient alpha • Test-retest reliability • Classification consistency | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0)</p> <p>PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1)</p> <p>MEETS OR EXCEEDS – most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. Correlations demonstrate ranges of .7 or higher. (2)</p> | <p>No reliability or validity information is reported for K-2.</p> | <p>DOES NOT MEET PARTIALLY MEETS MEETS OR EXCEEDS: 1</p> |
| | <p>Standard error of measurement or standard estimate of error is reported</p> <p>Evidence includes:</p> <ul style="list-style-type: none"> • SEM estimates are reported for score ranges and cut-scores. • SEM estimates are reported for score ranges and cut-scores for each assessment (grade-level, form, subtest). | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0)</p> <p>PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1)</p> <p>MEETS OR EXCEEDS -- Information and data provided suggests acceptable or strong evidence. (2)</p> | <p>SEM is not reported for K-2</p> <p>Reliability measures for k-2 is missing(used high stakes test for correlation)</p> | <p>DOES NOT MEET PARTIALLY MEETS MEETS OR EXCEEDS:</p> |
| | <p>Inter-rater reliability studies have been conducted. Study sample used to establish inter-rater reliability represents test administrators.</p> | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0)</p> <p>PARTIALLY MEETS- partial evidence was</p> | <p>Less than .7; does not exist for k-2</p> <p>Does not apply – computer administered and scored test.</p> | <p>DOES NOT MEET PARTIALLY MEETS MEETS OR EXCEEDS: </p> |

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| | <p>Evidence includes:</p> <ul style="list-style-type: none"> • Inter-rater reliability studies have been conducted for each grade level and are based on a representative sample of educators who will administer and score the assessment. • Inter-rater reliability coefficients exceed .7. | <p>provided related to the criterion and/ or data provided demonstrates weak evidence. (1) MEETS OR EXCEEDS – most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p> | | |
| | <p>Studies have been conducted to establish reliability with all subcategories of students who will take the assessment.</p> <p>Evidence Includes: Studies that demonstrate reliability has been established from scoring samples of students that include: Non-ELLs with and without reading deficiencies and ELLs with and without reading deficiencies.</p> | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0) PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1) MEETS OR EXCEEDS – most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p> | <p>Page 2 seems to indicate that that reliability data for subcategories of students may be available, but it is not reported.</p> | <p>DOES NOT MEET I I PARTIALLY MEETS MEETS OR EXCEEDS:</p> |
| <p>Alternative forms available for multiple assessments with demonstrated equivalence or comparability</p> | <p>If alternative forms are provided, all forms have demonstrated evidence of equivalence or comparability such as test-retest, parallel form and internal consistency.</p> <ul style="list-style-type: none"> • Technical reviews indicate all forms for each grade level have demonstrated evidence of comparability and content specifications. <p>Evidence includes:</p> <ul style="list-style-type: none"> • Sufficient forms are provided to allow for progress monitoring between interim assessments. • Split-half reliability. • Coefficient alpha reliability. | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0) PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1) MEETS OR EXCEEDS – most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence correlations demonstrate ranges of .7 or higher. (2)</p> | <p>Reliability .63</p> <p>Only 2 forms available for each grade level. Does not meet 3 times per year requirement and is not adequate for progress monitoring. RFI states that forms are parallel, but no evidence is provided to support.</p> | <p>DOES NOT MEET I PARTIALLY MEETS I MEETS OR EXCEEDS:</p> |

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| <p>1. Evidence of content and construct validity</p> | <p>Evidence reported to demonstrate the assessment helps correctly identify students with <i>“significant reading deficiencies”</i> so that successful remediation and intervention can be provided; studies have been conducted with similar assessments to show that the assessment measures reading ability, not other irrelevant criteria.</p> <p>Evidence includes:</p> <ul style="list-style-type: none"> • A clear description is provided that demonstrates the purpose of the assessment is to screen students for reading concerns. • Content specifications for each grade-level, including a complete description of the test content, purpose(s), and intended use(s), and assessment blueprint as appropriate, is provided. | <p style="text-align: center;">Rating</p> <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0)</p> <p>PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1)</p> <p>MEETS OR EXCEEDS – most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p> | <p>No evidence provided</p> <p>No information is given for K-2 assessments. Evidence of reliability with similar assessments in determining SRD is cited, but it is not clear what other assessments were used for comparison. Grade-level skills measured are not specified. After examining the assessment materials, we have concerns that the questions do not accurately measure the skills intended. For example, a question which seemed to be designed to measure phonemic awareness could easily be answered by matching the written letters representing the /ch/ sound to the only word containing the letters ch.</p> | <p>DOES NOT MEET I I PARTIALLY MEETS</p> <p>MEETS OR EXCEEDS:</p> |
| | <p>Reading levels are reported for passages and how levels were established. Reading levels of assessment passages have been field-tested or have other evidence.</p> <p>Evidence includes:</p> | <p>DOES NOT MEET- evidence was not provided for this criteria or information does</p> <p>PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1)</p> <p>MEETS OR EXCEEDS –</p> | <p>Weak evidence based on high stake testing for states</p> <p>No information about reading levels is reported.</p> | <p>DOES NOT MEET PARTIALLY MEETS I I MEETS OR EXCEEDS:</p> |

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| | <ul style="list-style-type: none"> Field testing populations should be clear and should mirror the school/district demographics. Statistics used to establish the reading levels are reported with both ELL and Non-ELL populations. Findings from a content review by field experts, including teachers in tested grade levels. | <p>most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p> | | |
| | <p>If appropriate, findings from alignment studies to demonstrate alignment with Colorado Academic Standards for Language Arts and resolution for any resulting concerns.</p> | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0) PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1) MEETS OR EXCEEDS – most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p> | <p>No evidence p. 15 states that CCSS are aligned, but crosswalk document is not provided.</p> | <p>DOES NOT MEET II PARTIALLY MEETS MEETS OR EXCEEDS:</p> |
| | <p>There are studies of construct validity, such as convergent and discriminant analysis, demonstrating correlations of .7 or above.</p> | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0) PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1) MEETS OR EXCEEDS – most information for the criterion is provided. Information and data provided suggests acceptable or</p> | <p>.63 reliability measure; only compared to high stakes tests.(TAKS, MCT2) No information on construct validity is reported for K-2.</p> | <p>DOES NOT MEET I PARTIALLY MEETS I MEETS OR EXCEEDS:</p> |

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| | | strong evidence. (2) | | |
| Evidence of criterion/predictive validity accurately identifying students with “ <i>significant reading deficiency</i> ” | <p>Evidence reported to demonstrate that the assessment has established criterion and/or predictive validity to correctly identify students with and without a “<i>significant reading deficiency</i>.”</p> <p>Evidence includes:</p> <ul style="list-style-type: none"> • A clear definition of the criterion or measure that were used to establish concurrent validity. • Studies with similar assessments that demonstrate the assessment measures reading ability, not other irrelevant criteria. Predictive validity correlations above .7. | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0)</p> <p>PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1)</p> <p>MEETS OR EXCEEDS – most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p> | <p>Overall scale score is provided</p> <p>No evidence is provided for K-2.</p> | <p>DOES NOT MEET</p> <p> </p> <p>PARTIALLY MEETS</p> <p> </p> <p>MEETS OR EXCEEDS:</p> |
| Determination of cut-scores based upon well-designed pilot study | <p>The assessment has established cut-scores for decision making about students’ “<i>significant reading deficiency</i>” using adequate demographics representing (i.e., 10% ELL and 25% F/R lunch), appropriate criterion assessment, adequate sample size, and appropriate statistics.</p> <p>Evidence indicates:</p> <ul style="list-style-type: none"> • Includes a description of the process used to establish the cut points. • A full description of the norming sample. • The norming sample is a large representative national sample of | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0)</p> <p>PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1)</p> <p>MEETS OR EXCEEDS – most information for the criterion is provided. Information and 2data provided suggests acceptable or strong evidence. (2)</p> | <p>There are no cut scores based on strands; and only scaled scores. To address variations in scores, they vertically scaled scores based on the national field test.</p> <p>No information about how cut scores were determined for K-2.</p> | <p>DOES NOT MEET</p> <p> </p> <p>PARTIALLY MEETS</p> <p> </p> <p>MEETS OR EXCEEDS:</p> |

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| | students at the same grade level and is representative of the testing population according to gender, ELL status, special needs status and F/R lunch status. | | | |
| | Studies of classification accuracy analysis provide evidence that the measure appropriately identifies students as indicated in the description of purpose of the assessment, demonstrating values that exceed .8 or higher. | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0)</p> <p>PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1)</p> <p>MEETS OR EXCEEDS – most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p> | <p>Question statistical procedures</p> <p>Information about studies for K-2 students is not provided.</p> | <p>DOES NOT MEET I</p> <p>PARTIALLY MEETS</p> <p>MEETS OR EXCEEDS: I</p> |
| | Acceptable, recognized procedures are followed for setting cut-scores. | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0)</p> <p>PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1)</p> <p>MEETS OR EXCEEDS – most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p> | <p>No evidence; can't find in part 4 as indicated</p> <p>No information is provided about how cut scores were set for K-2.</p> | <p>DOES NOT MEET I I</p> <p>PARTIALLY MEETS</p> <p>MEETS OR EXCEEDS:</p> |
| | SEM estimates are reported for cut-scores with guidance for score interpretation. | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0)</p> | <p>No evidence; can't find in part 4 as indicated</p> <p>No information provided about how cut</p> | <p>DOES NOT MEET I I</p> <p>PARTIALLY MEETS</p> <p>MEETS OR EXCEEDS:</p> |

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| | | <p>PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence.(1) MEETS OR EXCEEDS – most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p> | <p>scores were determined for K-2.</p> | |
| <p>Universal Design</p> | <p>Evidence reported to demonstrate that the assessment has cultural validity, that fairness and bias issues have been addressed; the assessment is accessible to all learners, considering minimizing language load; the format is not a barrier to student performance.</p> <p>Evidence includes:</p> <ul style="list-style-type: none"> • Addressed issues of equity of utility for all populations. • Results of bias reviews and plans that have addressed any concerns. • At least two to three types of classification, reliability, and validity study data have been disaggregated by subgroups and meet the criteria. • Culturally diverse students were included throughout the entire process of test development. For example in the samples of pilot students, in cognitive interviews, etc. • The content of the | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence.(0) PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1) MEETS OR EXCEEDS – most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p> | <p>No evidence; vague references about meeting the criteria they serve, but do not reference that criteria</p> <p>While the RFI reports that items were “designed with diversity in mind,” no research to confirm is cited. There is no evidence of research that was evaluated by disaggregated subgroup.</p> | <p>DOES NOT MEET I PARTIALLY MEETS I MEETS OR EXCEEDS:</p> |

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| | reading materials does not favor mainstream culture. | | | |
| Third party evaluation conducted | Evidence reported to demonstrate that an independent, qualified third party has provided a thorough and unbiased evaluation of the quality of the assessment. | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0)</p> <p>PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1)</p> <p>MEETS OR EXCEEDS – most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p> | No evidence | <p>DOES NOT MEET I</p> <p>PARTIALLY MEETS</p> <p>MEETS OR EXCEEDS: I</p> |
| Standardization of materials and procedures for administration | Administration protocol is scripted and provides precise guidelines; administration windows are clearly identified; materials are provided or clear guidelines are provided if materials are to be created; includes both electronic and hard copy administration manual that is clear and concise. | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0)</p> <p>PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1)</p> <p>MEETS OR EXCEEDS – most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p> | <p>Unclear evidence</p> <p>No administration protocol provided.</p> | <p>DOES NOT MEET I</p> <p>PARTIALLY MEETS I</p> <p>MEETS OR EXCEEDS:</p> |
| Efficiency of administration | The amount of time needed to administer the assessment is reasonable and balanced to the information provided. | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0)</p> <p>PARTIALLY MEETS- partial evidence was</p> | | <p>DOES NOT MEET</p> <p>PARTIALLY MEETS</p> <p>MEETS OR EXCEEDS: II</p> |

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| | | <p>provided related to the criterion and/ or data provided demonstrates weak evidence. (1)</p> <p>MEETS OR EXCEEDS – most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p> | | |
| Efficiency of scoring | <p>The amount of time needed to score the assessment is reasonable and balanced to the information provided; computer-assisted scoring is available; procedures for calculating scores are clear; scores can be stored and reported electronically.</p> | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence.(0)</p> <p>PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1)</p> <p>MEETS OR EXCEEDS – most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p> | Vertical scaled score | <p>DOES NOT MEET</p> <p>PARTIALLY MEETS</p> <p>I</p> <p>MEETS OR EXCEEDS:</p> <p>I</p> |
| Accommodations clearly stated and described for students with disabilities and students with special needs (504, etc.) | <p>The differing needs of students with disabilities are specifically addressed.</p> <p>Evidence includes:</p> <ul style="list-style-type: none"> Any accommodations do not compromise the interpretation or purpose of the test. Specific administration guidelines are provided for implementing any accommodations. How to address accommodations is specifically addressed in the training materials or program. | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0)</p> <p>PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1)</p> <p>MEETS OR EXCEEDS – most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p> | <p>No evidence</p> <p>No evidence of accommodations provided.</p> | <p>DOES NOT MEET</p> <p>II</p> <p>PARTIALLY MEETS</p> <p>MEETS OR EXCEEDS:</p> |

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| | <ul style="list-style-type: none"> Suggested accommodations are research or evidence-based. | | | |
| Accommodations clearly stated and described for Second Language Learners | <p>The accommodations directly address the linguistic needs of the student.</p> <p>Evidence includes:</p> <ul style="list-style-type: none"> Any accommodation does not compromise the interpretation or purpose of the test. Specific administration guidelines are provided for implementing any accommodations. How to address accommodations is specifically addressed in the training. Suggested accommodations are research or evidence-based. | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0)</p> <p>PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1)</p> <p>MEETS OR EXCEEDS – most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p> | <p>No evidence</p> <p>No evidence of accommodations provided.</p> | <p>DOES NOT MEET </p> <p>PARTIALLY MEETS</p> <p>MEETS OR EXCEEDS:</p> |
| Scores are easily interpreted to determine a “significant reading deficiency” | <p>Scores clearly specify whether a student is categorized as having a “significant reading deficiency”.</p> <p>Evidence includes:</p> <ul style="list-style-type: none"> Score ranges or a scale is provided. Guides for interpretation of scores are provided. | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence.(0)</p> <p>PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1)</p> <p>MEETS OR EXCEEDS – most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p> | <p>Difficult to interpret due to vertical scaled scoring, and lack of K-2 validity</p> <p>Scores indicate whether student “meets” or “does not meet.” More information would need to be provided about whether a “does not meet” identifies SRD or just that student did not meet grade level expectations.</p> | <p>DOES NOT MEET </p> <p>PARTIALLY MEETS </p> <p>MEETS OR EXCEEDS:</p> |

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| <p>Cost effective: Materials, administration costs including personnel, scoring, and training</p> | <p>Materials are provided or easily accessible; time away from instruction is minimal; no additional personnel required; all costs inclusive including any additional data platform or storage costs; minimal data entry is required.</p> | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence.(0) PARTIALLY MEETS - partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence (1) MEETS OR EXCEEDS – most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p> | | <p>DOES NOT MEET PARTIALLY MEETS MEETS OR EXCEEDS: I I</p> |
| <p>Reports provide guidance for interpretation useful to educators, administrators, and parents</p> | <p>Information is displayed in a format and language that is understandable to educators, administrators and parents;</p> <ul style="list-style-type: none"> • Data reports are easily read and interpreted. • Clear description of how to interpret results. • Reports provide trajectory for student progress. • District, school, classroom, and student reports provided. • Reports available in real-time. • Reports can be exported to data-base formats. • Reports available in languages other than English. • Customer service is available provided for users. | <p>DOES NOT MEET- evidence was not provided for this criteria or information does not demonstrate evidence. (0) PARTIALLY MEETS- partial evidence was provided related to the criterion and/ or data provided demonstrates weak evidence. (1) MEETS OR EXCEEDS – most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)</p> | <p>No evidence Not sure whether reports are available in languages other than English.</p> | <p>DOES NOT MEET I PARTIALLY MEETS MEETS OR EXCEEDS: 1</p> |

Strengths:

- (1) Easy to administer and score
- (2) Reporting is accessible and informative

Weaknesses:

- (1) Considerable concerns on quality and design of questions
- (2) All statistics reported are for grades 3+

Strengths:

- (1) cost effective
- (2)

Weaknesses:

- (1) Not aligned to CORE, only high stakes state testing(prior to PARCC)
- (2) Lacks validity and scoring evidence for k-2

Recommendations:

Recommended _____ Not Recommended __X_X_