### 2020-21 HISD Kindergarten Assessment Inventory

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<th>Assessment Programs</th>
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<th>Assessment Window</th>
<th>Item Types</th>
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</table>
| **1** | CogAT (Gifted and Talented Testing):  
Purpose: The Complete CogAT measures students’ verbal, quantitative, and nonverbal providing a more complete picture of student abilities, regardless of the language the students speak or the students’ educational or cultural backgrounds. It used for Vanguard program applicants in K (universal testing) and Limited English Proficient (LEP) students new to the district without abilities scores.  
Participation Requirements: Required of all K who are not previously identified as GT within HISD. | State/District | Aptitude/Screening | Paper Only | Full Battery | **Windows:** once per year  
**Time Limits:** 90-122 minutes depending on grade level | Multiple choice |
| **2** | IOWA Grades/Logramos (Universal GT Testing):  
Purpose: An assessment that helps educators find out what students know and can do. It provides a valid and reliable tool for objective measurement of achievement. The results are used as one of the criteria to identify students for the Vanguard program  
Participation Requirements: Required of all K who are not previously identified as GT within HISD. | State/District | Achievement/Screening | Paper Only | Full Battery | **Frequency:** once per year  
**Time Limits:** 146 minutes- 5 hrs. and 40 mins depending on grade level | multiple choice |
| **3** | Renaissance (Early Literacy):  
Purpose: This program monitors student growth in Reading. It utilizes a universal screener to diagnosis student at the beginning, middle and end of the year. It tiers the students and creates differentiated areas of intervention per student and it is used for diagnostics and intervention.  
Participation Requirements: Required of all students in Kindergarten in the general education program. | State/District | Diagnostic | Online Only | Reading | **Frequency:** 3 per year  
**Time Limits:** 20-30 mins per window | Adaptive Assessment with multiple choice and other tech enhanced items |
| **4** | Dyslexia Screener: (Uses a Renaissance Screener window plus a spelling probe)  
Purpose: This program identifies and monitors students at risk of dyslexia.  
Participation Requirements: Required of all students in Kindergarten in the general education program. | State | Diagnostic | Online or Renaissance and Paper option for Spelling Probe | Reading | **Frequency:** once per year  
**Time Limits:** 15 minutes & can be done whole group | Adaptive Assessment (see above) plus oral spelling probe |
| **5** | Literacy By 3 Running Record Benchmark:  
Purpose: Tool that helps teachers identify patterns in student reading behaviors. These patterns allow a teacher to observe the strategies a student uses to make meaning of individual words and texts as a whole. When paired with comprehension inquiry, running records are used to identify an independent reading level.  
Participation Requirements: Required of all students in Kindergarten in the general education program. | District | Progress | Paper & Online | Reading | **Frequency:** 2 per year  
**Time Limits:** 15-20 mins per student | Face to face fluency and comprehension probe |
### Pre-approved Assessments:

**Purpose:**
Created to fill the need for common assessments to support HISD’s teacher appraisal and development system (TADS). It consists of district pre-approved end-of-year/end-of-course (EOY/EOC) assessments in various subjects/courses. These assessments are summative, cumulative tests in Kinder core and some enrichment subjects. It is a unique, online appraisal tool for teachers, allowing them and appraisers to document their interactions.

**Participation Requirements:**
Required of all students in Kindergarten in the general education program.

<table>
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<tr>
<th>District</th>
<th>Achievement</th>
<th>Paper or Online</th>
<th>various subjects</th>
<th>Frequency: once per year</th>
<th>Time Limits: 1.5 hrs. per assessment</th>
<th>Multiple choice</th>
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### SPECIAL POPULATION GROUPS OF KINDERGARTNERS

#### Oral Language Proficiency Test (IPT) for newcomer ELL’s ONLY:

**Purpose:**
The English version is used for identification of LEP students in grades Pre-K-12 and for exit in grades 1-12. The Spanish version is used for identification of LEP students in grades PreK-5, if the students’ Home Language Survey indicates Spanish is spoken. It is used in the initial identification of LEP students, and the English Oral Language Proficiency portion is a requirement for exit from a LEP to a non-LEP status.

**Participation Requirements:**
Required for new comer ELL students within 20 instructional days of enrollment.

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<tr>
<th>State</th>
<th>Screening</th>
<th>Paper or Online</th>
<th>Oral Language</th>
<th>Frequency: once per year</th>
<th>Time Limits: 1 hr. or less per student</th>
<th>Multiple choice</th>
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#### Texas English Language Proficiency Assessment System (TELPAS):

**Purpose:**
TELPAS assesses the English language proficiency of K-12 ELLs in four language domains: listening, speaking, reading, and writing. It fulfills federal requirements for annually assessing the English language proficiency of K-12 limited English proficient students (LEP) until they meet bilingual/ESL program exit criteria and are reclassified as Non-LEP.

**Participation Requirements:**
Required of all K LEP students until they meet bilingual/ESL program exit criteria and are reclassified as Non-LEP. The domains of listening, speaking, and writing are assessed/rated during designated window, with times varying by need.

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<tr>
<th>State</th>
<th>Progress</th>
<th>Online Only</th>
<th>Four language domains:</th>
<th>Frequency: once per year</th>
<th>Time Limits: untimed</th>
<th>Grs K-3: holistic ratings based on classroom observations and student interactions</th>
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