Assessment Instrument Table: ISIP ER

Element	Description	Assessment Instrument Information
Instrument Name	Name of specific instrument (more than vendor name).	ISIP ER (Istation's Indicators of Progress Early Reading) ISIP Español Lectura Temprana (Istation's Indicators of Progress Early Reading Spanish)
Vendor	Name of the company or organization that produces the instrument.	Istation (also known as Imagination Station, Inc.)
Purpose (Intended Use)	The described purpose and appropriate uses of the instrument. Identify any information about inappropriate uses.	ISIP ER and ISIP Español Lectura Temprana is designed to • Identify children at risk for reading difficulties • Provide automatic continuous progress monitoring of skills that are predictors of later reading success • Provide immediate and automatic linkage of assessment data to student learning needs, which facilitates differentiated instruction
Population	Who (which students) could be assessed using the instrument.	ISIP ER is available for all students in grades Pre-Kindergarten through 3rd. (ISIP AR can assess students in grades 4th through 8th.) ISIP Español Lectura Temprana is available for students in grades Pre-Kindergarten through 3rd who are receiving language arts reading instruction in Spanish. (ISIP Español Lectura Avanzada assesses students in 4th through 5th)
Administration	How frequently the instrument can be administered in a school year, and	ISIP ER and ISIP Español Lecutra Temprana are built to automatically assess students with a short adaptive test **once a month**. These scores can give the total picture with BOY, MOY, and EOY screener scores, and progress monitoring helps give more formative information.

	recommended or required administration windows.	However, a teacher can set additional tests for students who are receiving additional instruction to monitor them. The teacher can set the additional progress monitoring at intervals of their choosing, such as **every two weeks or every week**.
Content Area (s)	Content area or areas being assessed.	ISIP Early Reading and ISIP Español use a CAT algorithm that tailors each assessment to the performance abilities of individual children while measuring progress in the critical early reading skill domains of:

ISIP Early Reading	ISIP Espanol Lectura Temprana
Phonemic Awareness	Conciencia Fonológica (Phonemic Awareness)
Alphabetic Knowledge & Skills	Conversión Grafema-Fonema (Grapheme-phoneme conversión
Vocabulary	Vocabulario (Vocabulary)
Fluency	Lectura con Fluidez (Fluency)
Comprehension	Comprensión (Comprehension)

Learning Objectives	Specific learning objectives being assessed, at as detailed a level as is provided. This may be "topics" or categories or may be actual learning objective statements.	**ISIP Early Reading** measures progress in each critical component of reading instruction in a manner appropriate to the underlying domain. There is a total of 8 subtests that align to the 5 critical domains of reading, as shown in the table below.

Domain	Subtest
Phonemic Awareness	Phonemic Awareness
Phonics	Letter Knowledge Alphabetic Decoding Spelling
Vocabulary	Vocabulary
Comprehension	Listening Comprehension Reading Comprehension
Fluency	Text Fluency

Phonemic Awareness
The Phonemic Awareness subtest is comprised of 2 types of items: Beginning Sound and Phonemic Blending.
Beginning Sound -- Beginning Sound assesses a student's ability to recognize the initial sound in an orally presented word.
Phonemic Blending -- Phonemic Blending assesses a student's ability to blend up to six phonemes into a word.

Letter Knowledge
Letter Knowledge represents the most basic level of phonics knowledge (i.e. whether students know the names and sounds represented by the letters of the alphabet). Letter knowledge is comprised of two types of items: recognition of letter names and recognition of letter-sound correspondences. It is important to note that only the most frequent letter-sound correspondences are included in this subtest. More complex elements such as variant spellings, diphthongs, vowel teams, and r-controlled vowels are embedded in the Alphabetic Decoding and Spelling subtests.

Letter Recognition -- Letter Recognition is a measure of alphabetic principle that assesses how many letters a student can correctly identify in a minute.

Letter Sound -- Letter Sound is a measure of alphabetic principle that assesses how many letter sounds a student can correctly identify in a minute.

Alphabetic Decoding
Alphabetic Decoding measures the ability to blend letters into nonsense words in which letters represent their most common sounds. Nonsense words are used because students differ in their sight word recognition skills.

Spelling
The objective of the Spelling subtest is to determine if children are developing fully-specified orthographic representations of words.

Text Fluency
Text Fluency measures a child's ability to read fluently with comprehension.

Vocabulary
The vocabulary subtest is designed to test a child's knowledge of "tier 2" vocabulary words, meaning words that are frequently encountered in text but are not typically used in daily conversation. There are two formats: Pictures and Synonyms.

Comprehension
In this subtest, children are assessed on their ability to read and understand grade-level sentences and paragraphs. This is accomplished through matching sentences and pictures and sentence completion tasks.

Matching Sentences and Pictures -- Matching sentences and pictures assesses a student's knowledge of semantic and syntactic information where pictures can support their reading.

Sentence Completion -- Sentence completion measures a student's ability to use word meanings and word order to understand a sentence.

ISIP Español Lectura Temprana measures progress in each critical component of reading instruction in a manner appropriate to the underlying domain. There is a total of 6 subtests that align to the 5 critical domains of reading, as shown in the table below.

Domain	Subtest
Conciencia Fonológica (Phonemic Awareness)	Destreza fonológica y fonética (Phonemic and Phonological Awareness)
Conversión Grafema-Fonema (Grapheme-Phoneme Conversión)	Comunicación escrita (Written Communication)
Vocabulario (Vocabulary)	Vocabulario (Vocabulary)
Comprensión (Comprehension)	Comprensión auditive (Listening Comprehension) Comprensión de lectura (Reading Comprehension)
Lectura con Fluidez (Fluency)	Lectura con fluidez (Text Fluency)

Destreza fonológica y fonética (phonemic and phonological awareness) this subtest is comprised of several types of items: Conversión grafema-fonema, conciencia fonetica y silabica, union de sonidos, and sonido inicial.
Conversión grafema-fonema (grapheme-phoneme conversion)- measures students' ability to identify symbols that correspond to specific sounds of the Spanish language
Conciencia fonetica y silabica (phonemic and syllabic awareness)- measures student's ability to identify single sounds in grade-level appropriate words
Union de sonidos (blending) & sonido inicial (beginning sounds) – blending and beginning sounds items are presented independently and student identifies the word that has been spoken using only sounds

**Comunicació
n escrita (written communication)-** this subtest is made up of two items: ortografia y acentuacion de palabras, dictado
Ortografia y acentuacion de palabras (spelling and accent marks)- determines if students are developing fully specified orthographic representations of words
Dictado (dictation) determines if students are using correct sentence structure (subject+verb+predicate)

Vocabulario (vocabulary) is comprised of several types of items: vocabulario de lenguaje oral (oral vocabulary), vocabulario para lectura y escritura (reading vocabulary)
Vocabulario de lenguaje oral (oral vocabulary) measures a student's vocabulary knowledge.
Vocabulario para lectura y escritura (reading vocabulary)- assesses a combination of word strategies (i.e. knowledge of roots, prefixes, and suffixes) using pictures and words

Comprensión includes two types of items: comprensión auditive and comprensión de lectura
Comprensió auditiva (listening comprehension)- evaluates children's ability to listen, understand, and answer questions related to a story that is presented orally
Comprensión de lectura (reading comprehension) assesses students on their ability to read and understand sentences and texts.

		Lectura con fluidez (text fluency)- assesses students on their skill in reading text with meaning in a specified period of time using a maze task
Individual Metrics	The scores provided at the individual (student) level.	ISIP ER and ISIP Español Lectura Temprana provides the following scores for each student:

ISIP ER and ISIP Español Lectura Temprana provides the following scores for each student:

Ability Index -- The ability score is an estimate of the student's reading ability. It shows how a student is doing compared to his or her previous performance and to other students at the same grade level

National Norms -- National norms for ISIP Early Reading are provided for students in Pre-Kindergarten through Grade 3. These norms enable teachers and parents to know how their students' scores compare with a nationally representative sample of children in their particular grade. The norming samples were obtained as part of Istation's ongoing research in assessing reading ability.

Instructional Tier Goals -- Consistent with other reading assessments, Istation has defined a three-tier normative grouping based on indices associated with the 20th and 40th percentiles. Students with an index above the 40th percentile for their grade are placed into Tier 1. Students with an index below the 20th percentile are placed into Tier 3. These tiers are used to guide educators in determining the level of instruction for each student. That is, students classified as:
- Tier 1 (40th percentile and above) are on track and performing at grade level.
- Tier 2 (between 21st and 39th percentile) are at some risk, are performing moderately below grade level, and are in need of intervention.
- Tier 3 (20th percentile and below) are at risk, are performing seriously below grade level, and are in need of intensive intervention.

Grade Level Equivalencies -- Grade Level Equivalencies are scores based on the performance of students in the 2010–2011 norming group. The grade level equivalent (GE) represents the grade level and month of the typical score for students taking ISIP Early Reading.

Growth -- Growth within ISIP Early Reading can be defined as an increased change in the student's score and improvement in ability over time. District, school, and student growth can be viewed on various ISIP Early Reading reports.

ISIP ER also provides **Lexile Reader Measures** -- Istation has partnered with MetaMetrics, developer of the widely adopted Lexile Framework for Reading to link student comprehension scores from ISIP to the Lexile scale. Students are given a Lexile reader measure every time they take the ISIP Early Reading

comprehension subtest. The comprehension subtest is typically given to students in Grade 1 through Grade 3.

Individual Comparison Points (cut scores)	Information provided regarding how good is good enough performance on the instrument at the individual student level. Comparison information should be available for every individual metric. This may be performance level ratings with specific cut scores.	Instructional Tier Goals -- The objective of ISIP™ is to identify students potentially at risk of reading failure. Estimated ability level indices are used from each subtest to determine a student's overall estimated reading ability index. The student's overall reading ability index is used as the dividing line to determine students potentially at risk. Skill goals and criteria become progressively more difficult with each assessment period.

Description of Instructional Tiers

- Tier 1: Students performing at grade level
- Tier 2: Students performing moderately below grade level and in need of intervention
- Tier 3: Students performing seriously below grade level and in need of intensive intervention

Early Reading (ER) Overall

Assessment Month	Pre-K			Kindergarten			1st Grade			2nd Grade			3rd Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August	< 151	151-158	> 158	< 169	169-177	> 177	< 190	190-199	> 199	< 209	209-218	> 218	< 223	223-232	> 232
September	< 154	154-161	> 161	< 171	171-180	> 180	< 192	192-201	> 201	< 210	210-219	> 219	< 224	224-234	> 234
October	< 157	157-164	> 164	< 174	174-183	> 183	< 194	194-203	> 203	< 211	211-221	> 221	< 225	225-235	> 235
November	< 160	160-167	> 167	< 177	177-187	> 187	< 196	196-206	> 206	< 212	212-223	> 223	< 226	226-237	> 237
December	< 163	163-170	> 170	< 181	181-190	> 190	< 198	198-208	> 208	< 213	213-225	> 225	< 227	227-238	> 238
January	< 165	165-173	> 173	< 184	184-193	> 193	< 200	200-210	> 210	< 214	214-226	> 226	< 228	228-239	> 239
February	< 167	167-175	> 175	< 186	186-195	> 195	< 202	202-212	> 212	< 216	216-228	> 228	< 229	229-240	> 240
March	< 169	169-177	> 177	< 188	188-197	> 197	< 204	204-214	> 214	< 217	217-229	> 229	< 230	230-241	> 241
April	< 171	171-179	> 179	< 190	190-199	> 199	< 206	206-216	> 216	< 219	219-230	> 230	< 231	231-242	> 242
May	< 173	173-181	> 181	< 192	192-201	> 201	< 207	207-218	> 218	< 220	220-231	> 231	< 232	232-243	> 243
June	< 173	173-181	> 181	< 192	192-201	> 201	< 207	207-218	> 218	< 220	220-231	> 231	< 232	232-243	> 243
July	< 173	173-181	> 181	< 192	192-201	> 201	< 207	207-218	> 218	< 220	220-231	> 231	< 232	232-243	> 243

ER Listening Comprehension

Assessment Month	Pre-K			Kindergarten			1st Grade			2nd Grade			3rd Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August	< 151	151-158	> 158	< 169	169-177	> 177	< 190	190-199	> 199	< 209	209-218	> 218	< 223	223-232	> 232
September	< 154	154-161	> 161	< 171	171-180	> 180	< 192	192-201	> 201	< 210	210-219	> 219	< 224	224-234	> 234
October	< 157	157-164	> 164	< 174	174-183	> 183	< 194	194-203	> 203	< 211	211-221	> 221	< 225	225-235	> 235
November	< 160	160-167	> 167	< 177	177-187	> 187	< 196	196-206	> 206	< 212	212-223	> 223	< 226	226-237	> 237
December	< 163	163-170	> 170	< 181	181-190	> 190	< 198	198-208	> 208	< 213	213-225	> 225	< 227	227-238	> 238
January	< 165	165-173	> 173	< 184	184-193	> 193	< 200	200-210	> 210	< 214	214-226	> 226	< 228	228-239	> 239
February	< 167	167-175	> 175	< 186	186-195	> 195	< 202	202-212	> 212	< 216	216-228	> 228	< 229	229-240	> 240
March	< 169	169-177	> 177	< 188	188-197	> 197	< 204	204-214	> 214	< 217	217-229	> 229	< 230	230-241	> 241
April	< 171	171-179	> 179	< 190	190-199	> 199	< 206	206-216	> 216	< 219	219-230	> 230	< 231	231-242	> 242
May	< 173	173-181	> 181	< 192	192-201	> 201	< 207	207-218	> 218	< 220	220-231	> 231	< 232	232-243	> 243
June	< 173	173-181	> 181	< 192	192-201	> 201	< 207	207-218	> 218	< 220	220-231	> 231	< 232	232-243	> 243
July	< 173	173-181	> 181	< 192	192-201	> 201	< 207	207-218	> 218	< 220	220-231	> 231	< 232	232-243	> 243

ER Letter Knowledge

Assessment Month	Pre-K			Kindergarten			1st Grade			2nd Grade			3rd Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August	< 143	143-152	> 152	< 173	173-182	> 182	< 196	196-204	> 204						
September	< 145	145-153	> 153	< 173	173-182	> 182	< 196	196-204	> 204						
October	< 148	148-159	> 159	< 176	176-185	> 185	< 199	199-208	> 208						
November	< 151	151-161	> 161	< 177	177-186	> 186	< 199	199-208	> 208						
December	< 155	155-165	> 165	< 179	179-187	> 187	< 199	199-208	> 208						
January	< 155	155-167	> 167	< 179	179-188	> 188	< 199	199-208	> 208						
February	< 160	160-172	> 172	< 179	179-188	> 188	< 199	199-208	> 208						
March	< 161	161-175	> 175	< 180	180-189	> 189	< 199	199-208	> 208						
April	< 163	163-176	> 176	< 180	180-189	> 189	< 199	199-208	> 208						
May	< 167	167-179	> 179	< 183	183-192	> 192	< 199	199-208	> 208						
June	< 167	167-179	> 179	< 183	183-192	> 192	< 199	199-208	> 208						
July	< 167	167-179	> 179	< 183	183-192	> 192	< 199	199-208	> 208						

ER Phonemic Awareness

Assessment Month	Pre-K			Kindergarten			1st Grade			2nd Grade			3rd Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August				< 167	167-175	> 175	< 183	183-190	> 190						
September				< 170	170-178	> 178	< 185	185-192	> 192						
October				< 173	173-181	> 181	< 186	186-194	> 194						
November				< 176	176-185	> 185	< 188	188-196	> 196						
December				< 179	179-188	> 188	< 190	190-198	> 198						
January				< 182	182-191	> 191	< 191	191-201	> 201						
February				< 184	184-193	> 193	< 192	192-202	> 202						
March				< 186	186-195	> 195	< 193	193-203	> 203						
April				< 188	188-197	> 197	< 193	193-203	> 203						
May				< 190	190-199	> 199	< 193	193-203	> 203						
June				< 190	190-199	> 199	< 193	193-203	> 203						
July				< 190	190-199	> 199	< 193	193-203	> 203						

ER Alphabetic Decoding

Assessment Month	Pre-K			Kindergarten			1st Grade			2nd Grade			3rd Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August							< 187	187-196	> 196						
September							< 189	189-199	> 199						
October							< 192	192-202	> 202						
November							< 194	194-204	> 204						
December							< 197	197-207	> 207						
January							< 199	199-209	> 209						
February							< 201	201-212	> 212						
March							< 203	203-214	> 214						
April							< 205	205-216	> 216						
May							< 206	206-218	> 218						
June							< 206	206-218	> 218						
July							< 206	206-218	> 218						

ER Comprehension

Assessment Month	Pre-K			Kindergarten			1st Grade			2nd Grade			3rd Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August							< 180	180-190	> 190	< 207	207-219	> 219	< 225	225-235	> 235
September							< 183	183-193	> 193	< 209	209-221	> 221	< 226	226-236	> 236
October							< 186	186-196	> 196	< 211	211-224	> 224	< 227	227-237	> 237
November							< 189	189-199	> 199	< 213	213-226	> 226	< 228	228-238	> 238
December							< 192	192-202	> 202	< 215	215-228	> 228	< 229	229-239	> 239
January							< 194	194-205	> 205	< 217	217-230	> 230	< 230	230-240	> 240
February							< 197	197-208	> 208	< 219	219-232	> 232	< 231	231-241	> 241
March							< 200	200-212	> 212	< 221	221-234	> 234	< 232	232-241	> 241
April							< 203	203-215	> 215	< 222	222-235	> 235	< 232	232-242	> 242
May							< 206	206-217	> 217	< 223	223-236	> 236	< 232	232-242	> 242
June							< 206	206-217	> 217	< 223	223-236	> 236	< 232	232-242	> 242
July							< 206	206-217	> 217	< 223	223-236	> 236	< 232	232-242	> 242

ER Vocabulary

Assessment Month	Pre-K			Kindergarten			1st Grade			2nd Grade			3rd Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August	< 166	166-175	> 175	< 178	178-186	> 186	< 189	189-202	> 202	< 206	206-218	> 218	< 217	217-230	> 230
September	< 168	168-177	> 177	< 180	180-188	> 188	< 191	191-204	> 204	< 208	208-220	> 220	< 219	219-232	> 232
October	< 170	170-179	> 179	< 182	182-190	> 190	< 193	193-206	> 206	< 210	210-222	> 222	< 221	221-234	> 234
November	< 172	172-181	> 181	< 184	184-192	> 192	< 195	195-208	> 208	< 212	212-224	> 224	< 223	223-236	> 236
December	< 174	174-183	> 183	< 186	186-194	> 194	< 197	197-210	> 210	< 214	214-226	> 226	< 224	224-238	> 238
January	< 175	175-185	> 185	< 188	188-196	> 196	< 199	199-212	> 212	< 216	216-228	> 228	< 226	226-240	> 240
February	< 177	177-187	> 187	< 190	190-198	> 198	< 201	201-214	> 214	< 217	217-230	> 230	< 227	227-242	> 242
March	< 179	179-189	> 189	< 192	192-200	> 200	< 203	203-216	> 216	< 219	219-231	> 231	< 229	229-243	> 243
April	< 181	181-190	> 190	< 193	193-202	> 202	< 205	205-218	> 218	< 220	220-232	> 232	< 230	230-244	> 244
May	< 182	182-191	> 191	< 194	194-203	> 203	< 207	207-219	> 219	< 221	221-233	> 233	< 231	231-245	> 245
June	< 182	182-191	> 191	< 194	194-203	> 203	< 207	207-219	> 219	< 221	221-233	> 233	< 231	231-245	> 245
July	< 182	182-191	> 191	< 194	194-203	> 203	< 207	207-219	> 219	< 221	221-233	> 233	< 231	231-245	> 245

ER Spelling

Assessment Month	Pre-K			Kindergarten			1st Grade			2nd Grade			3rd Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August							< 190	190-199	> 199	< 208	208-217	> 217	< 221	221-231	> 231
September							< 193	193-202	> 202	< 210	210-219	> 219	< 222	222-233	> 233
October							< 196	196-205	> 205	< 212	212-221	> 221	< 223	223-235	> 235
November							< 199	199-208	> 208	< 214	214-223	> 223	< 224	224-237	> 237
December							< 201	201-210	> 210	< 216	216-225	> 225	< 225	225-238	> 238
January							< 203	203-213	> 213	< 218	218-227	> 227	< 226	226-230	> 239
February							< 205	205-215	> 215	< 219	219-229	> 229	< 227	227-240	> 240
March							< 207	207-217	> 217	< 220	220-230	> 230	< 228	228-241	> 241
April							< 209	209-219	> 219	< 221	221-231	> 231	< 229	229-242	> 242
May							< 211	211-220	> 220	< 222	222-232	> 232	< 230	230-243	> 243
June							< 211	211-220	> 220	< 222	222-232	> 232	< 230	230-243	> 243
July							< 211	211-220	> 220	< 222	222-232	> 232	< 230	230-243	> 243

ER Text Fluency

Assessment Month	Pre-K			Kindergarten			1st Grade			2nd Grade			3rd Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August										< 0	0-3	> 3	< 20	20-41	> 41
September										< 1	7-Jan	> 7	< 22	22-43	> 43
October										< 2	16-Feb	> 16	< 24	24-45	> 45
November										< 6	20-Jun	> 20	< 26	26-47	> 47
December										< 10	28-Oct	> 28	< 26	28-48	> 48
January							< 10	24-Oct	> 24	< 16	16-30	> 30	< 30	30-49	> 49
February							< 12	26-Dec	> 26	< 19	19-33	> 33	< 31	31-51	> 51
March							< 13	13-27	> 27	< 22	22-36	> 36	< 33	33-53	> 53
April							< 15	15-29	> 29	< 25	25-40	> 40	< 34	34-55	> 55
May							< 17	17-31	> 31	< 28	28-43	> 43	< 35	35-57	> 57
June							< 17	17-31	> 31	< 28	28-43	> 43	< 35	35-57	> 57
July							< 17	17-31	> 31	< 28	28-43	> 43	< 35	35-57	> 57

ISIP Español Lectura Temprana Instructional Tiers

ISIP Lectura Temprana (LT) Overall Scores

| Overall Reading | Vocabulary | Listening Comprehension | Reading Comprehension | Text Fluency |
| Phonemic and Phonological Awareness | Written Communication |

Assessment Month	Pre-K			Kindergarten			1st Grade			2nd Grade			3rd Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August	<697	697-810	>810	<645	645-860	>860	<732	732-760	>760	<822	822-860	>860	<883	883-917	>917
September	<600	600-611	>611	<655	655-666	>666	<745	746-774	>774	<823	823-860	>860	<883	883-917	>917
October	<600	600-611	>611	<662	662-672	>672	<745	746-774	>774	<823	823-862	>862	<883	883-926	>926
November	<600	600-611	>611	<665	665-677	>677	<749	749-787	>787	<823	823-871	>871	<883	883-930	>930
December	<614	614-626	>626	<669	669-682	>682	<760	760-796	>796	<833	833-883	>883	<896	896-943	>943
January	<616	616-627	>627	<671	671-686	>686	<769	769-806	>806	<843	843-895	>895	<907	907-954	>954
February	<618	618-629	>629	<675	675-691	>691	<773	773-814	>814	<849	849-899	>899	<910	910-958	>958
March	<620	620-630	>630	<679	679-693	>693	<786	786-822	>822	<854	854-907	>907	<915	915-966	>966
April	<622	622-633	>633	<683	683-705	>705	<792	792-829	>829	<863	863-915	>915	<919	919-972	>972
May	<623	623-634	>634	<689	689-713	>713	<797	797-834	>834	<870	870-924	>924	<926	926-974	>974
June	<623	623-634	>634	<689	689-713	>713	<797	797-834	>834	<870	870-924	>924	<926	926-974	>974
July	<623	623-634	>634	<689	689-713	>713	<797	797-834	>834	<870	870-924	>924	<926	926-974	>974

LT Vocabulary

Lectur	Pre-K			Kindergarten			1st Grade			2nd Grade			3rd Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August	< 150	150-157	> 157	< 150	150-158	> 158	< 169	169-178	> 178	< 195	195-210	> 210	< 213	213-221	> 221
September	< 151	151-158	> 158	< 153	153-158	> 158	< 171	171-181	> 181	< 202	202-211	> 211	< 213	213-221	> 221
October	< 153	153-159	> 159	< 154	154-162	> 162	< 171	171-181	> 181	< 202	202-211	> 211	< 213	213-223	> 223
November	< 153	153-159	> 159	< 155	155-163	> 163	< 171	171-181	> 181	< 202	202-211	> 211	< 213	213-226	> 226
December	< 157	157-165	> 165	< 162	162-172	> 172	< 178	178-187	> 187	< 202	202-213	> 213	< 216	216-229	> 229
January	< 158	158-165	> 165	< 163	163-172	> 172	< 180	180-188	> 188	< 206	206-216	> 216	< 221	221-231	> 231
February	< 158	158-166	> 166	< 164	164-172	> 172	< 184	184-190	> 190	< 206	206-219	> 219	< 222	222-232	> 232
March	< 158	158-166	> 166	< 165	165-173	> 173	< 185	185-193	> 193	< 207	207-222	> 222	< 225	225-235	> 235
April	< 159	159-167	> 167	< 166	166-175	> 175	< 186	186-194	> 194	< 210	210-224	> 224	< 227	227-236	> 236
May	< 159	159-167	> 167	< 169	169-179	> 179	< 187	187-195	> 195	< 211	211-226	> 226	< 227	227-237	> 237
June	< 159	159-167	> 167	< 169	169-179	> 179	< 187	187-195	> 195	< 211	211-226	> 226	< 227	227-237	> 237
July	< 159	159-167	> 167	< 169	169-179	> 179	< 187	187-195	> 195	< 211	211-226	> 226	< 227	227-237	> 237

LT Listening

Assessment Month	Pre-K			Kindergarten			1st Grade			2nd Grade			3rd Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August	< 13	13-25	> 25	< 25	25-38	> 38									
September	< 13	13-25	> 25	< 25	25-38	> 38									
October	< 13	13-25	> 25	< 25	25-50	> 50									
November	< 25	25-38	> 38	< 38	38-50	> 50									
December	< 25	25-38	> 38	< 38	38-50	> 50									
January	< 25	25-38	> 38	< 38	38-50	> 50									
February	< 25	25-38	> 38	< 38	38-63	> 63									
March	< 25	25-38	> 38	< 50	50-63	> 63									
April	< 25	25-38	> 38	< 50	50-63	> 63									
May	< 25	25-38	> 38	< 50	50-63	> 63									
June	< 25	25-38	> 38	< 50	50-63	> 63									
July	< 25	25-38	> 38	< 50	50-63	> 63									

LT Reading Comprehension

Assessment Month	Pre-K			Kindergarten			1st Grade			2nd Grade			3rd Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August				< 171	171-175	> 175	< 183	183-191	> 191	< 198	198-218	> 218	< 223	223-240	> 240
September				< 171	171-175	> 175	< 184	184-194	> 194	< 205	205-218	> 218	< 223	223-240	> 240
October				< 172	172-176	> 176	< 188	188-194	> 194	< 205	205-219	> 219	< 226	226-244	> 244
November				< 172	172-176	> 176	< 190	190-195	> 195	< 205	205-220	> 220	< 226	226-245	> 245
December				< 172	172-177	> 177	< 191	191-196	> 196	< 205	205-223	> 223	< 226	226-248	> 248
January				< 172	172-178	> 178	< 191	191-199	> 199	< 208	208-229	> 229	< 229	229-252	> 252
February				< 172	172-179	> 179	< 191	191-200	> 200	< 208	208-229	> 229	< 229	229-252	> 252
March				< 174	174-181	> 181	< 191	191-201	> 201	< 208	208-231	> 231	< 229	229-253	> 253
April				< 175	175-182	> 182	< 192	192-202	> 202	< 211	211-234	> 234	< 230	230-255	> 255
May				< 177	177-184	> 184	< 192	192-202	> 202	< 214	214-238	> 238	< 234	234-258	> 258
June				< 177	177-184	> 184	< 192	192-202	> 202	< 214	214-238	> 238	< 234	234-258	> 258
July				< 177	177-184	> 184	< 192	192-202	> 202	< 214	214-238	> 238	< 234	234-258	> 258

LT Text Fluency

Assessment Month	Pre-K			Kindergarten			1st Grade			2nd Grade			3rd Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August										< 0	0-1	> 1	< 2	14-Feb	> 14
September										< 0	0-1	> 1	< 2	14-Feb	> 14
October										< 0	0-6	> 6	< 13	13-27	> 27
November										< 1	8-Jan	> 8	< 14	14-32	> 32
December										< 1	11-Jan	> 11	< 14	14-32	> 32
January										< 1	12-Jan	> 12	< 14	14-32	> 32
February										< 1	14-Jan	> 14	< 14	14-32	> 32
March										< 2	17-Feb	> 17	< 14	14-34	> 34
April										< 2	19-Feb	> 19	< 14	14-34	> 34
May										< 3	19-Mar	> 19	< 15	15-34	> 34
June										< 3	19-Mar	> 19	< 15	15-34	> 34
July										< 3	19-Mar	> 19	< 15	15-34	> 34

LT Phonemic Awareness

Assessment Month	Pre-K			Kindergarten			1st Grade			2nd Grade			3rd Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August	‹ 151	151-159	› 159	‹ 155	155-167	› 167	‹ 190	190-199	› 199	‹ 216	216-228	› 228			
September	‹ 154	154-159	› 159	‹ 158	158-168	› 168	‹ 190	190-199	› 199	‹ 217	217-228	› 228			
October	‹ 154	154-159	› 159	‹ 165	165-172	› 172	‹ 191	191-200	› 200	‹ 217	217-229	› 229			
November	‹ 154	154-159	› 159	‹ 167	167-175	› 175	‹ 194	194-203	› 203	‹ 218	218-232	› 232			
December	‹ 162	162-168	› 168	‹ 175	175-181	› 181	‹ 200	200-210	› 210	‹ 222	222-235	› 235			
January	‹ 163	163-169	› 169	‹ 176	176-184	› 184	‹ 203	203-216	› 216	‹ 224	224-236	› 236			
February	‹ 165	165-171	› 171	‹ 177	177-187	› 187	‹ 204	204-218	› 218	‹ 224	224-236	› 236			
March	‹ 167	167-173	› 173	‹ 180	180-194	› 194	‹ 205	205-221	› 221	‹ 225	225-239	› 239			
April	‹ 168	168-175	› 175	‹ 183	183-198	› 198	‹ 206	206-223	› 223	‹ 227	227-241	› 241			
May	‹ 168	168-175	› 175	‹ 184	184-202	› 202	‹ 209	209-225	› 225	‹ 228	228-243	› 243			
June	‹ 168	168-175	› 175	‹ 184	184-202	› 202	‹ 209	209-225	› 225	‹ 228	228-243	› 243			
July	‹ 168	168-175	› 175	‹ 184	184-202	› 202	‹ 209	209-225	› 225	‹ 228	228-243	› 243			

LT Written Communication

Assessment Month	Pre-K			Kindergarten			1st Grade			2nd Grade			3rd Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August							‹ 165	165-180	› 180	‹ 196	196-203	› 203	‹ 206	206-216	› 216
September							‹ 166	166-181	› 181	‹ 197	197-203	› 203	‹ 207	207-216	› 216
October							‹ 166	166-181	› 181	‹ 197	197-203	› 203	‹ 207	207-217	› 217
November							‹ 168	168-184	› 184	‹ 197	197-205	› 205	‹ 207	207-217	› 217
December							‹ 173	173-188	› 188	‹ 198	198-207	› 207	‹ 208	208-218	› 218
January							‹ 177	177-191	› 191	‹ 200	200-209	› 209	‹ 210	210-220	› 220
February							‹ 178	178-193	› 193	‹ 200	200-210	› 210	‹ 210	210-221	› 221
March							‹ 183	183-196	› 196	‹ 201	201-211	› 211	‹ 211	211-222	› 222
April							‹ 185	185-198	› 198	‹ 204	204-213	› 213	‹ 212	212-223	› 223
May							‹ 188	188-200	› 200	‹ 205	205-214	› 214	‹ 213	213-224	› 224
June							‹ 188	188-200	› 200	‹ 205	205-214	› 214	‹ 213	213-224	› 224
July							‹ 188	188-200	› 200	‹ 205	205-214	› 214	‹ 213	213-224	› 224

Aggregate Metrics	Scores provided at the group level. The group could be a grade level, school, district, or disaggregated groups (e.g. race/ethnicity, gender, IEP status, FRL status). Specify the group(s) and the score(s) provided.	The following ISIP reports are district, area, or classroom level Reports. Reports are available in both English and Spanish

Executive Summary Report
The Executive Summary Report provides a brief overview of the current ISIP assessment. This report is only available to manager accounts and only provides information for the school or district level.

Distribution Report
The Distribution Report shows the number of students performing by ranges of ability scores. This report can be viewed by overall ability and individual subtests. Ability indices, instructional tiers, and percentile ranks are listed in a table below the graph. This report can be used to observe the shape of the distribution and to identify groups of students in need of additional support.

Summary Report
The Summary Report shows the number and percentage of students at each of three instructional tiers: Tier 1 – no risk (above the 40th percentile), Tier 2 – some risk (between the 21-39th percentile), and Tier 3 – at risk (20th percentile and below). This report may be used by district administrators, principals, or teachers to project year-end outcomes and to judge the effectiveness of instruction. The Summary Report can also be used by administrators to determine which principals and teachers face the greatest challenges. This information can aid in making important decisions about the best use of resources, including the need for professional development.

Tier Movement Report
This report shows a comparison of the number and percentage of students who were categorized at each instructional tier of Tier 1, Tier 2, and Tier 3 through the current month. Assessments are given each month to monitor growth in critical skills. This report is used to evaluate student growth over the school year.

Skill Growth Report
This report shows the progress made in each skill for all assessment periods to date. Progress is measured against performance goals. This report provides an excellent visual representation of the level of support needed and may be used by district administrators, principals, and teachers to evaluate instructional supports and determine if modifications to the instructional plan should be considered. If progress is below goal for several consecutive assessments, the instructional plan should be re-evaluated. Only when progress exceeds goal are the instructional supports considered sufficient.

The skill growth report is used to monitor the classroom's progress in skill acquisition, determine the need for whole-group instruction, identify the level of student support needed, evaluate the effectiveness of instructional support, and discuss student performance in Parent/Teacher conferences.

Skill Growth by Tier Report

The Skill Growth by Tier Report shows how students identified in each tier at the beginning of the year progress in each skill assessed as a group. Even if students change tier classification individually, their group designation for this report is based on their first assessment so that this report accurately reflects the progress of each tier group based on who was in that group at the beginning of the year. The values plotted on the graph are the average student performance for Tier 1, Tier 2, and Tier 3 students. This report is used to monitor the classroom's tier movement by skill and overall reading ability, monitor the classroom's progress in skill acquisition, identify the level of student support needed, and evaluate the effectiveness of instructional support.

Priority Report

Alerts teachers of students needing additional support and provides lessons based on demonstrated weaknesses.

Priority Summary Report

The Priority Summary Report, available to manager level users only, summarizes the use of the Priority Report (see description below) by averaging the number of Priority Report alerts and how many days it has taken to acknowledge student alerts on the Priority Report. In addition, you can disaggregate the Summary, Skill Growth, and Tier Movement reports by the following groups:

- Gender
- Race
- Special Education
- Instructional Type
- Economically Disadvantaged
- English Proficiency
- Disability
- Gifted / Talented
- Homeless
- Migrant
- Ethnicity

Priority Report- Student Intervention History
a history of Priority Report alerts for a student, including those from current and prior school years

Student Summary Handout
 provides student performance data from the most recently completed ISIP assessment

Aggregate Comparison Points (cut scores)	Information provided regarding how good is good enough performance at the group level.	NA
Alignment	Information provided about alignment of this instrument to other instruments, standards, etc.	ISIP ER is aligned to Common Core State Standards as well as Colorado Reading, Writing, and Communication Standards. In addition, various studies comparing it to WIDA Prime, DRA2, DIBELS, TPRI, and ITBS are provided at http://www.istation.com/About/Studies. In lieu of Common Core State Standards for Spanish ,members of the Spanish Assessment Team merged Spanish Language Arts/Reading (SLAR) state standards of US states and educational curriculum of Spain, Colombia, Mexico , Puerto Rico and other Spanish-speaking countries to create a scope and sequence reflective of all standards in the analysis. Correlations may be found at https://www.istation.com/Product/Correlations
Data Reports	Description of data reports that are provided/available at the individual and aggregate level(s).	The following table describes ISIP ER and ISIP Español Lectura Temprana Reports and their intended audience:

Report Title	Description	Target Users
Executive Summary	The Executive Summary Report provides a brief overview of the current ISIP assessment. This report is available only to manager accounts and provides information only for the school or district level.	• Managers (at campus, district, or area)

Distribution	The Distribution Report shows the number of students performing in ranges of ability.	• Managers (at campus, district, or area)
Summary	The ISIP Summary Report shows the number and percentage of students at each instructional tier for the current month.	• Teachers • Managers (at campus, district, or area)
Tier Movement	The Tier Movement Report shows a comparison of the number and percentage of students who were categorized at each instructional tier of Tier I, Tier II, Tier III through the current month.	• Teachers • Managers (at campus, district, or area)
Skill Growth	The Skill Growth Reports show each skill assessed and the progress made by the students through the current month as measured against performance goals.	• Teachers • Managers (at campus, district, or area)
Skill Growth by Tier	The Skill Growth by Tier Reports show each skill assessed and the progress made by the students through the current month as measured against performance goals within tier groups.	• Teachers • Managers (at campus, district, or area)
Priority	The Priority Report alerts teachers of students needing additional support, and provides lessons based on demonstrated weaknesses.	• Teachers

Priority Summary	The Priority Summary Report, available to manager level users only, summarizes the use of the Priority Report by averaging how many days it has taken to acknowledge student alerts on the Priority Report.	• Managers (at campus, district, or area)
Priority Report – Student Intervention History	The Priority Report-Student Intervention History is a history of Priority Report alerts for a student, including those from current and prior school years.	• Teachers • Managers (at campus, district, or area)
Student Summary Handout	The Student Summary Handout provides student performance data from the most recently completed ISIP assessment.	• Teachers • Parents

Technical Quality	Information about the technical quality of the instrument. Reference to technical analysis if available electronically.	The latest Technical report for ISIP ER and ISIP Español Lectura Temprana is available on the Istation website. Go to **www.istation.com**, click on About Us and choose Studies. Technical reports are downloadable from the Technical Reports tab. You can access the report directly at the following link: **http://www.istation.com/Content/downloads/studies/er_technical_report.pdf** https://www.istation.com/Content/downloads/studies/espanol_technical_report.pdf