

Advanced Call for Submissions: Academic Screening Tools for English Learners and Spanish Speaking Students

The **National Center on Intensive Intervention** (NCII) is funded by the Office of Special Education Programs (OSEP) to provide technical assistance to states and districts to build state and district capacity to support educators in using data-based individualization (DBI) to effectively implement intensive intervention. Rigorous research has shown that educating students with disabilities who require intensive intervention due to persistent learning problems, whom teachers find among the hardest to teach, begins with a validated instruction platform that is “personalized” using DBI. NCII believes that DBI is the engine that powers a dynamic, continuous interplay between assessment and intervention until the student demonstrates a satisfactory response.

NCII has recognized a need for more information on assessment tools that can identify academic needs and assess the academic progress of students who are heritage-Spanish speaking and/or English learners. Therefore, we are issuing this special call for submissions that includes tools primarily delivered in English that include information on English learners, and tools that are delivered in Spanish for heritage-Spanish speaking students.

The primary goals of this call are to:

- solicit information about existing English academic screening tools that identify the academic needs of English learners and Spanish tools that identify the academic needs of heritage-Spanish speaking students.
- evaluate the technical quality of the evidence that demonstrates efficacy of these tools; and subsequently, to
- provide technical assistance to participating stakeholders for successful implementation of the tools.

NCII will share information about evidence-based English academic screening assessments that include English learners and Spanish academic screening assessments that include heritage-Spanish speaking students that are identified through this call with an array of partners including state and local education agencies, institutions of higher education, technical



assistance centers and professional development providers, parent centers, and relevant professional organizations.

The call for these tools will open **Fall 2025**.

Criteria for Review of Academic Screening Tools

NCII defines academic screening as a process using tools with convincing evidence of classification accuracy, reliability, and validity to identify students who may require intensive intervention efforts to meet their academic needs.

Vendors with evidence-based academic screening tools in accordance with this definition and meeting the specifications that follow are invited to respond to this call.

Criteria for Review of English Academic Screening Tools that Include English Learners

Vendors interested in providing information on English academic screening tools that include English learners should submit convincing evidence of classification accuracy, reliability, and validity to identify English learners who may require intensive intervention supports. For this call, tools should be tied to external tools delivered in English and include English learners as defined by the state criteria in which evidence is collected.

Criteria for Review of Spanish Academic Screening Tools that Include Heritage-Spanish Speaking Students

Vendors interested in submitting Spanish academic screening tools that include heritage-Spanish speaking students should submit convincing evidence of item development that incorporates Spanish developmental trajectories, classification accuracy, reliability, and validity to identify heritage-Spanish speaking students who may require intensive intervention. For this call, tools should be designed and delivered in Spanish, and evidence should be drawn from a sample of heritage-Spanish speaking students. See the FAQ for information about the types of evidence vendors will need to submit to demonstrate the sample of students is drawn from a population of heritage-Spanish speaking students.

Review Process

The TRC review process consists of the four steps below. For a detailed explanation, visit our website: <http://www.intensiveintervention.org/tools-charts/review-process>.

1. All submissions will be checked for completeness by NCII staff. Required documentation must accompany the submission to be reviewed by the TRC.



2. All complete submissions will undergo a review process by the Center’s Technical Review Committee of nationally renowned experts on academic screening. For further information about the committee members and their roles in the review process, please visit our website.
3. The review process will be conducted in two phases. Submitters will be notified of initial results and comments after the first phase of review. If presented evidence is found to be insufficient after the first phase, submitters may submit additional evidence or clarification. This additional information will be used to re-review and finalize results during the second phase of the review. **Once the review has begun, withdrawal will not be permitted.**
4. Final TRC decisions as to the technical adequacy of submitted tools will be disseminated through NCII to states, districts, schools, and NCII’s partners for implementation.

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