InSight: Three Assessments in One

InSight is a computer-adaptive assessment that goes beyond the typical measures of comprehension and vocabulary by including measures of comprehension-based silent reading rate (efficiency) and motivation for reading. These often-overlooked dimensions of reading have significant effects on a student's ability to make sustainable academic gains and his or her desire to use reading as a tool for lifelong learning.

Comprehension level, vocabulary level, and comprehension-based silent reading rate are combined to create a composite score of the student's overall reading proficiency, reported as the Proficiency Index. Comprehension and vocabulary levels as well as the Proficiency Index are reported on a grade-level scale.

Screening/Diagnostic Profile

The initial administration of InSight groups students by instructional needs to determine which students:

- are in need of comprehension, vocabulary, and/or comprehension-based silent reading rate development
- are proficient readers who will benefit from building capacity with increasingly complex texts
- may need an additional assessment to determine if they have the foundational skills needed to begin Reading Plus.

Placement and Schedule Recommendations

InSight's initial administration determines an individualized instructional path for each student, including:

- the most appropriate program components for instruction (SeeReader, ReadAround, iBalance)
- the initial placement level within each component
- weekly assignment recommendations for each component.

Progress Benchmarking

The initial administration of InSight provides baseline performance measures while subsequent administrations (mid-term and end-of-term) gauge performance changes in:

- comprehension and vocabulary levels (grade level)
- comprehension-based silent reading rate
- multiple domains of motivation.

Time Requirements

Typically, students require 30-40 minutes to complete the InSight assessment, which includes time for viewing student orientation videos. Educators are advised to set aside an hour for the InSight assessment process. However, the assessment can be completed in multiple sittings.

Technical Quality: Validity & Reliability

InSight was developed to provide an assessment that is useful in the 21st century standards-based environment. InSight can be used with confidence to assess, track, and measure progress in reading proficiency.

- The assessment design was informed by decades of research and experience developing previous Reading Plus assessments as well as others in the field of Computer Adaptive Testing (CAT) and standards for educational testing outlined by the American Educational Research Association (AERA), the American Psychological Association (APA), and the National Council on Measurement in Education (NCME).

- To ensure content validity, passages and items are developed in collaboration with experts in content creation, literacy, and curriculum. Content rubrics are based on multiple text metrics (including vocabulary, The Lexile® Framework for Reading, mean log word frequency, average sentence length), state standards for academic content, and national guidelines for text complexity, such as the Common Core State Standards (CCSS).

- As new passages and items are added to the content pool, they are analyzed by an internal review team and periodically by an external review panel that includes literacy researchers, curriculum developers, and classroom teachers.

- Passages and items for each level were refined by applying a rigorous, iterative research design, which included multiple trials with target populations to ensure appropriate levels of complexity.

- Assessment items and passages undergo extensive pilot testing with hundreds of thousands of students (with diverse demographic characteristics and literacy levels) from all regions of the United States.

- Item Response Theory (IRT) modeling, along with additional item statistics, are used to evaluate the functioning of items and passages during the assessment development process.

- For ongoing maintenance of the content pool, an iterative review process is used to identify passages and items needing revision or replacement.

- Comprehension-based silent reading rate percentile ranks that are reported by InSight are based on a national silent reading rate study (Spichtig, Hiebert, Vorstius, Pascoe, Pearson, & Radach, 2016).

- Results show significant strong (>.70) Pearson correlation coefficients between InSight and commonly used third-party assessment results (Table 1). Additional third-party assessments will be added to this list as data become available for analysis.

- InSight has been evaluated by the National Center for Intensive Intervention (NCII) and was rated as having "convincing evidence" across a range of technical standards including validity, reliability, and classification accuracy.

Table 1. InSight Proficiency Index Correlations with Third-Party Assessments (overall test scores)

Third-Party Assessments	Correlation Coefficients*
aimsweb®Plus Reading	.85
FAST™ - Formative Assessment System for Teachers	.83
FSA - Florida Standards Assessment	.76
GMRT® - Gates MacGinitie Reading Test®	.78
GRADE™ - Group Reading Assessment Diagnostic Evaluation™	.85
MAP® - Measures of Academic Progress®	.82
PARCC - Partnership for the Assessment of Readiness for College and Career	.79
SBAC - Smarter Balanced Assessment Consortium	.83
STAR Reading™	.80

*All correlations are significant at p < .001 (2-tailed).

View Detailed Correlation Reports