

**[DRAFT FOR APPROVAL] Approved Vendors for 2020-21 K-3 RtA Formative/Diagnostic Assessment  
Satisfying Requirements of G.S. 115C-83.6 and NC DHHS/CDC Guidance**

<b>Diagnostic Name</b>	<b>Lexile Level Provided</b>	<b>SBE-Approved 3<sup>rd</sup> Grade Alternative Assessment in last 3 years (State or Local)</b>	<b>SBE-Approved 3<sup>rd</sup> Grade Local Alternative Assessment: On Current List</b>	<b>End-of-Grade 3 Achievement Level</b>	<b>Appropriate formative diagnostic for K-2 as well as Grade 3 and appropriate for 2020-21 additional requirements of remote learning/ social distancing</b>	<b>Satisfies EVAAS compatibility and other statutory obligations of the State Board of Education</b>	<b>List of Approved Vendors for 2020-21 K-3 Diagnostic Selection</b>
Northwest Evaluation System (NWEA) — Measures of Academic Progress	Yes	Yes – Local	Yes	Lexile Level 725 or higher (207 scale score)	Yes – K-2 Yes – 2020-21	Yes	NWEA
Scholastic Reading Inventory	Yes	Yes – Local	Yes	Lexile Level 725 or higher	No – Vocabulary not identified	No	
STAR Reading	Yes	Yes – Local	Yes	Lexile Level 725 or higher (537 scale score)	Yes – K-2 Yes – 2020-21	Yes	STAR Reading
Iowa Test of Basic Skills (ITBS)	Yes	Yes – Local	Yes	Lexile Level 725 or higher (Level 9 Test at 71st Percentile)	No – Single point in time assessment	No	

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Istation	Yes	Yes – Local/State		Lexile Level 725 or higher (258 scale score)	Yes – K-2 Yes – 2020-21	Yes	<i>Istation</i>
i-Ready	Yes	Yes – Local	Yes	Lexile Level 725 or higher (537 scale score)	Yes – K-2 Yes – 2020-21	Yes	<i>i-Ready</i>
Imagine Learning	Yes	Yes – Local	Yes	Lexile Level 725 or higher	Yes – K-2 Yes – 2020-21	Yes	<i>Imagine Learning</i>
Achieve3000	Yes	Yes – Local	Yes	Lexile Level 725 or higher	No – only measures comprehension	No	
Case 21 <sup>1</sup>	Yes	Yes – Local	Yes	Lexile Level 725 or higher <sup>2</sup>	No – only measures comprehension	No	
Edmentum— Exact Path Individualize Learning Solution	Yes	Yes – Local	Yes	Lexile Level 725 or higher	Not available in grades K-1	No	

<sup>1</sup> Case 21 Assessments consist of two sections. The second section consists of a set of items from MetaMetrics to assess student Lexile levels. Through correspondence tables provided by MetaMetrics, Lexile levels are provided for each student based upon performance on those specific MetaMetrics items.

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Amplify Reading 3D (mClass)	Yes – DIBELS No – Text Reading Comprehension (TRC)	Yes - State		Pending completion of Lexile level study for TRC	Grades 2-3: yes Grades K-1: Pending completion of Lexile level study for TRC	Requires completion of Lexile level study for TRC for K-1 comprehension data for EVAAS	
Lexia RAPID	Yes	Yes - Local	Yes	Lexile Level 725 or higher	No - Does not assess foundational reading skills	No	
Acadience Reading <sup>2</sup>	Yes	Yes – Local	Yes	Lexia Level 725 or higher (composite score 398)	Grades 2-3: Yes Grades K-1: No comprehension measure	No comprehension measure for K-1	
Discovery Education	Yes	Yes – Local		Lexile Level 725 or higher (1505 Scale Score)	Not available in grades K-2	No	

<sup>2</sup> The composite score is comprised of scores from four subtests (i.e., Oral Reading Fluency [ORF] Words Correct, ORF Accuracy, ORF Retell, Maze).

**Relevant Statutory Citations:**

**G.S. 115C-83.6. Facilitating early grade reading proficiency.**

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- (a) Kindergarten through third grade reading assessments shall yield data that can be used with the Education Value-Added Assessment System (EVAAS) to analyze student data to identify root causes for difficulty with reading development and to determine actions to address them.
- (b) Formative and diagnostic assessments and resultant instructional supports and services shall address oral language, phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension using developmentally appropriate practices. These assessments may be administered by computer or other electronic device.

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**§ 115C-83.10. Accountability measures.**

- (a) Each local board of education shall publish annually on a Web site maintained by that local school administrative unit and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year:

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- (2) The number and percentage of third grade students who take and pass an alternative assessment of reading comprehension and the name of each alternative assessment used for this purpose with the number of students who passed it.

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- (5) The number and percentage of first grade students demonstrating and not demonstrating reading comprehension at grade level.
- (6) The number and percentage of second grade students demonstrating and not demonstrating reading comprehension at grade level.

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