

**[DRAFT FOR APPROVAL] Approved Vendors for 2020-21 K-3 RtA Formative/Diagnostic Assessment  
Satisfying Requirements of G.S. 115C-83.6, G.S. 115C-83.10, and NC DHHS/CDC Guidance**

<b>Diagnostic Name</b>	<b>Lexile Linking Study 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 (2019-20) 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>
<b>i-Ready</b>	Yes	Yes – Local	Yes	Lexile Level 725 or higher (537 scale score)	Yes – K-2 Yes – 2020-21	Pending finalization of EVAAS data verification	<b>Curriculum Associates i-Ready</b>
<b>Istation</b>	Yes	Yes – Local/State	STATEWIDE TOOL	Lexile Level 725 or higher (258 scale score)	Yes – K-2 Yes – 2020-21	Yes	<b>Istation</b>
<b>Northwest Evaluation System (NWEA) – Measures of Academic Progress: Growth plus Reading Fluency</b>	Yes	Yes – Local	Yes	Lexile Level 725 or higher (207 scale score)	Yes – K-2 Yes – 2020-21	Yes	<b>NWEA MAP: Growth plus Reading Fluency</b>
<b>STAR Early Literacy or STAR Reading plus STAR Early Literacy</b>	Yes	Yes – Local	Yes	Lexile Level 725 or higher (537 scale score)	Yes – K-2 Yes – 2020-21	Yes	<b>STAR Early Literacy or STAR Reading plus STAR Early Literacy</b>

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<b>Amplify Reading 3D (mClass)</b>	Yes – DIBELS No – Text Reading Comprehension (TRC) Pending Lexile study	Yes - State		Pending completion of Lexile level study	Pending	Requires completion of pending Lexile linkage study for TRC for comprehension data for EVAAS	
<b>Imagine Learning</b>	Yes (3 <sup>rd</sup> grade) K-2 verification pending	Yes – Local	Yes	Lexile Level 725 or higher	Pending	Pending confirmation of K-2 Lexile linking study and EVAAS data verification	
<b>Acadience Reading<sup>1</sup></b>	Yes (3 <sup>rd</sup> grade)	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	
<b>Achieve3000</b>	Yes (3 <sup>rd</sup> grade)	Yes – Local	Yes	Lexile Level 725 or higher	No – only measures comprehension	No	
<b>Case 21<sup>2</sup></b>	Yes (3 <sup>rd</sup> grade)	Yes – Local	Yes	Lexile Level 725 or higher	No– only measures comprehension	No	

<sup>1</sup> The composite score is comprised of scores from four subtests (i.e., Oral Reading Fluency [ORF] Words Correct, ORF Accuracy, ORF Retell, Maze).

<sup>2</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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<b>Discovery Education</b>	Yes (3 <sup>rd</sup> grade)	Yes – Local		Lexile Level 725 or higher (1505 Scale Score)	Not available in grades K-2	No	
<b>Edmentum— Exact Path Individualize Learning Solution</b>	Yes (3 <sup>rd</sup> grade)	Yes – Local	Yes	Lexile Level 725 or higher	Not available in grades K-1	No	
<b>Iowa Test of Basic Skills (ITBS)</b>	Yes (3 <sup>rd</sup> grade)	Yes – Local	Yes	Lexile Level 725 or higher (Level 9 Test at 71st Percentile)	No – Single point in time assessment	No	
<b>Lexia RAPID</b>	Yes – EOY K-3	Yes - Local	Yes	Lexile Level 725 or higher	Yes	No – Lexile only at EOY for K	
<b>Scholastic Reading Inventory</b>	Yes (3 <sup>rd</sup> grade)	Yes – Local	Yes	Lexile Level 725 or higher	No – Vocabulary not identified	No	

**Relevant Statutory Citations:**

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

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- (a1) 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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