



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Mark Johnson, *Superintendent of Public Instruction*

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TO LEA Superintendents
Charter School Directors

FROM David Stegall, Ed.D. *ds*
Deputy Superintendent of Innovation

Tammy L. Howard, Ph.D. *tlh*
Director of Accountability Services

READ TO ACHIEVE ALTERNATIVE ASSESSMENTS

The Read to Achieve (RTA) legislation allows third-grade students an option to demonstrate reading proficiency through the administration of an alternative assessment of reading comprehension that has been approved by the State Board of Education (SBE). At the October 3, 2019, meeting of the SBE, the Board amended the list of alternative assessments that may be used for this purpose during the 2019–20 school year.

The chart was amended as follows:

1. Acadience Reading was added as an approved alternative assessment for meeting the Read to Achieve standard.
2. American Reading Company—Independent Reading Level Assessment Framework was removed and is not an approved alternative assessment for meeting the Read to Achieve standard.

Please share this information locally. If you have questions or need further clarification regarding information contained within this memo, please contact your Regional Accountability Coordinator.

DS:TLH:lm

c: Mark Johnson, State Superintendent
Tara Galloway, Director, K-3 Literacy
Sherry Thomas, Director, Exceptional Children
Christie Lynch Ebert, K–12 Standards, Curriculum and Instruction
Dave Machado, Director, Office of Charter Schools
Shannon Jordan, Section Chief, Testing Policy and Operations
Curtis Sonneman, Section Chief, Analysis and Reporting
Maxey Moore, Section Chief, Test Development
Jaime Kelley, Consultant, Testing Policy and Operations
Regional Accountability Coordinators
LEA Test Coordinators

Attachment

DIVISION OF ACCOUNTABILITY SERVICES

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

**State Board of Education
Read to Achieve Local Alternative Assessments
2019–20**

Recommendation: Accountability Services recommends that the SBE approves the following local alternative assessments with a Lexile Level of 725 or higher for the end-of-grade 3 proficiency.

Test Name	Lexile Level Provided	Recommended for 2019–20	End-of-Grade 3 Achievement Level 2019–20
Northwest Evaluation System (NWEA) — Measures of Academic Progress	Yes	Yes	Lexile Level 725 or higher (207 scale score)
Scholastic Reading Inventory	Yes	Yes	Lexile Level 725 or higher
STAR Reading	Yes	Yes	Lexile Level 725 or higher (537 scale score)
Iowa Test of Basic Skills (ITBS)	Yes	Yes	Lexile Level 725 or higher (Level 9 Test at 71 st Percentile)
i-Ready	Yes	Yes	Lexile Level 725 or higher (537 scale score)
Imagine Learning—Reading Level Assessment	Yes	Yes	Lexile Level 725 or higher
Achieve3000	Yes	Yes	Lexile Level 725 or higher
Case 21	Yes	Yes	Lexile Level 725 or higher ¹
Edmentum—Exact Path Individualize Learning Solution	Yes	Yes	Lexile Level 725 or higher
Lexia RAPID	Yes	Yes	Lexile Level 725 or higher
Acadience Reading	Yes	Yes	Lexile Level 725 or higher (398 Composite Score) ²

¹ 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.

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