

**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2015**

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SENATE BILL 388

Short Title: Reading Assessments.

(Public)

Sponsors: Senators Tillman, Soucek, Barefoot (Primary Sponsors); and Rabin.

Referred to: Rules and Operations of the Senate.

March 25, 2015

1 A BILL TO BE ENTITLED
2 AN ACT TO ALLOW LOCAL BOARDS OF EDUCATION TO SELECT A DIAGNOSTIC
3 READING ASSESSMENT FOR THE READ TO ACHIEVE PROGRAM AMONG
4 THREE ASSESSMENTS APPROVED BY THE STATE BOARD OF EDUCATION.

5 The General Assembly of North Carolina enacts:

6 **SECTION 1.** G.S. 115C-174.11 reads as rewritten:

7 **"§ 115C-174.11. Components of the testing program.**

8 (a) Assessment Instruments for Kindergarten, First, Second, and Third Grades. – The
9 State Board of Education shall develop, adopt, and provide to the local school administrative
10 units developmentally appropriate individualized assessment instruments consistent with the
11 Basic Education Program and Part 1A of Article 8 of this Chapter for the kindergarten, first,
12 second, and third grades. The State Board shall approve three valid, reliable, formative, and
13 diagnostic reading assessment instruments for selection by local school administrative units in
14 accordance with the following:

15 (1) Each approved assessment instrument shall provide a minimum of four
16 benchmark assessments, interim formative assessments, and progress
17 monitoring capabilities.

18 (2) In determining which instruments to approve for use by local school
19 administrative units, the State Board shall also consider at least the following
20 factors:

21 a. The time required to conduct formative and benchmark assessments
22 with the intention of minimizing the impact on instructional time.

23 b. The level of integration of assessment results with instructional
24 support for teachers and students.

25 c. The timeliness in reporting assessment results to teachers and
26 administrators.

27 d. The ability to provide timely assessment results to parents and
28 guardians.

29 (3) In no case shall an assessment instrument be approved for use by local
30 school administrative units if the cost of the assessment instrument,
31 including related instructional content, materials, and resources for teachers
32 and students, exceeds the funds appropriated for this purpose divided by the
33 projected enrollment of students in kindergarten, first, second, and third
34 grades.

35 (a1) Each local school administrative unit shall select one valid, reliable, formative, and
36 diagnostic reading assessment from the three assessment instruments approved by the State



1 Board under subsection (a) of this section. Local school administrative units shall use ~~thesethe~~
2 assessment instruments provided to them by the State Board for kindergarten, first, second, and
3 third grade students to assess progress, diagnose difficulties, and inform instruction and
4 remediation needs. Local school administrative units shall not use standardized tests for
5 summative assessment of kindergarten, first, and second grade students except as required as a
6 condition of receiving federal grants.

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8 **SECTION 2.** This act is effective when it becomes law and applies beginning with
9 the 2015-2016 school year.