

Read to Achieve

Formative/Diagnostic Assessment

FREQUENTLY ASKED QUESTIONS

This Frequently Asked Questions document is intended to be a “living document.” It will be periodically updated with more current information, additions, and clarifications as the Read to Achieve implementation process moves forward.

FAQ Quicklinks:

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****For districts choosing to use Amplify for grades %, please see the simplified FAQ linked below****

[Amplify 4/5 Internal FAQ](#)

Benchmark/Progress Monitoring	
Questions	Answers
A.1 Is the state requiring any use of mCLASS® for progress monitoring or is it just the universal screener at BOY, MOY and EOY?	Per legislation, progress monitoring should occur between each benchmark based on student data and to fulfill the requirements of the Individualized Reading Plans (IRP).

A.2 Is the expectation that year round will follow the same BOY window or can it be adjusted?	Benchmark windows for districts will be adjusted based on beginning of the year start dates.
A.3 What is the plan for administering the assessment with our Virtual Academy students?	<u><i>North Carolina remote assessment guidance</i></u>
A.4 Is the state providing guidelines for progress monitoring?	Progress monitoring is still required and should occur between each benchmark window to guide instruction. The frequency of progress monitoring should be based on student data. Please refer to guidelines as stated in the 2023 DIBELS® 8 edition administration and scoring guide .
A.5 What are the guidelines around Benchmark assessment BOY, MOY and EOY dates?	It is essential that we use established guidelines to determine benchmark assessment windows. The guidelines are as follows: BOY, MOY, EOY Assessments are to be administered within 15 consecutive instructional days, not including holidays. BOY: Within days 6 – 21 of the school year. No testing during the first 5 days to establish relationships and routines. MOY: Within days 80 – 100 of the school year. EOY: Immediately preceding the start of EOGs. The EOY window should end prior to the last 10 student days of the school year.
A.6 Does DIBELS® 8 meet all legislative requirements?	Yes. Formative and diagnostic assessments and resultant literacy interventions shall address oral language, phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension using developmentally appropriate practices. The additional oral language and vocabulary components are also required.
A.7 What components of DIBELS® 8 are required for NC assessment?	The following DIBELS® 8 assessment measures are required: Letter Naming Fluency, Phonemic Segmentation Fluency, Nonsense Word Fluency, Word Reading Fluency, Oral Reading Fluency, MAZE (Basic

	Comprehension), Oral Language, and Vocabulary
A.8 Why are the BOY cut scores lower than the EOY cut scores from the previous year?	<p>There is a specific formula used to calculate composite scores for each grade level and each probe is weighted.</p> <p>Each grade has a specific number of probes which impacts the overall composite scores per grade level.</p> <p>Refer to DIBELS® 8 admin/scoring guide (pages 124-140) regarding composite score calculations and weights.</p> <p>Therefore, it is not a linear progression across K-3 because the probes assessed at each grade level are different and their weight shifts based on the grade level.</p> <p>Weights are consistent within grade levels across benchmark periods, but NOT consistent between grade levels.</p> <p>Refer to Understanding DIBELS® 8 Edition Composite Scores for more in-depth information.</p>
A.9 Can anyone other than the assigned teacher of record assess students in mCLASS?	<p>Assessments may be administered by the teacher of record or a certified teacher per the district's directive. You do not need to do anything within Infinite Campus/Infinite Campus, as all students are automatically placed under the teacher of record. Amplify has a feature where you can create groups and add the needed students to the group. A user with full or system access will need to create the group. This link contains instructions for creating a group. View Amplify's 3-minute YouTube video, How to Add a Group, for step-by-step instructions.</p>

<p>A.10 Can Teacher Assistants progress monitor?</p>	<p>Yes, but you must follow the guidance included within the memo below.</p> <p>TA Guidelines Memo</p>
<p>A.11 How do I assign roles within mCLASS?</p>	<p>Roles for mCLASS® must be assigned in Infinite Campus. In order to be included in the staff file sent to mCLASS® from Infinite Campus, staff members must have a Read to Achieve role assigned to them. It is also important to ensure staff members are active (status = 1) and that they have an email address associated with NCEdCloud.</p> <p>RtA Role Definitions:</p> <p>RtA Admin (mCLASS System Access) - Includes all access at the "Specialist" level as well as access to the Amplify Service Hub. Intended for RtA System Administrators, School/PSU Technical Leads, Data Managers. There should be only 1 RtA Admin user per school and 1-2 per district office. This is the highest level of access to the Amplify system.</p> <p>RtA Specialist (mCLASS Full Access) - Staff members can view all assessment results and modify their personal information. Intended for district and school leaders, reading specialists, coaches, specialists working with multiple classes.</p> <p>RtA Teacher (mCLASS Standard Access) - Staff members can view their classes' assessment results and modify their personal information. Intended for classroom teachers. Once these conditions are correct in Infinite Campus, the staff member will be enrolled in mCLASS® the next day and be able to log in to SSO via the NCEdCloud. If a staff member receives a "user not found" message when attempting to log in to mCLASS® via NCEdCloud, this means they do not have a staff record enrolled in mCLASS. See the linked documents below for more information.</p> <p>RtA Staff Roles Article</p>

	mCLASS Troubleshooting Article
A.12 Can a substitute assess students in mCLASS?	Assessments should only be administered by a certified teacher. If the teacher of record is out, a substitute should not assess the students. The exception is if the teacher of record is out on long-term leave (e.g., maternity leave, extended illness), a substitute may assess the students only if the substitute fulfilling the long-term leave is a certified teacher and has been trained in administering DIBELS® 8 assessments.
A.13 There is no more gating used in Amplify for K-3. What if a student misses multiple responses and the software prompts to discontinue the assessment?	There is no gating in any grade level (K-3) in mCLASS. If a student does not get any letters/words correct in the first line, a popup prompts you to discontinue the measure. To confirm, tap Discontinue Assessment and the mCLASS® dashboard displays, with a score of 0 recorded for the measure. The teacher will need to continue with all additional measures required for the grade level.
A.14 When I log into the assessment platform, I only see a demo class. I am an administrator and need to see the data for all of my students or schools.	After logging in to mCLASS® you will need to select mCLASS® reporting to view data. For further guidance, please refer to the Accessing mCLASS® guidance slides .
A.15 Do I need to submit invalidations for progress monitoring?	No, invalidations occurring during progress monitoring do NOT need to be submitted to DPI or Amplify. Districts can determine if a process is needed at the local level.
A.16 What is the invalidation process for the benchmark assessments?	Please see the Amplify Assessment Invalidation Process Document for further clarification. Please note: districts can determine if an additional documentation process is needed at the local level.

<p>A.17 What do I do if my students/staff are not rostering correctly?</p>	<p>For those in need of support for rostering students, classes, and staff into mCLASS:</p> <p>Tier 1: Refer to the mCLASS Troubleshooting Article and the RtA Staff Roles Article to be sure data has been entered correctly in Infinite Campus.</p> <p>If you are unable to resolve your issue using the articles linked above:</p> <p>Tier 2: Contact Amplify Customer Care using one of the methods below. Using the online support form will result in the quickest response.</p> <ul style="list-style-type: none"> • Complete the online support form (faster) • Call (888) 890-2505 • Email help@amplify.com <p>If Amplify is unable to resolve the issue:</p> <p>Tier 3: Ask your data manager to submit a ticket to the DPI SIS Team via the DPI ServiceNow Portal.</p> <p>QRD_ServiceNowrequests_2021.drupal.pdf</p>
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Technology	
Questions	Answers
<p>B.1 What technology will be needed?</p>	<p>Each teacher administering the assessment will need one device and internet connection to upload final data.</p> <p>Device specifications linked here</p>
<p>B.2 Will headsets be provided? If so, what would be their estimated arrival?</p>	<p>No, headsets will not be provided.</p>
<p>B.3 Will funding be provided for additional devices?</p>	<p>No, additional devices will not be provided this year.</p>
<p>B.4 Is there a way to get a shortcut to mCLASS® on the ipad home screen?</p>	<p>They will need to use the Single Sign On for security purposes. This is different from the past when they used apps.</p>

<p>B.5 Who should we contact for Amplify support?</p>	<p>An Amplify NC specific support line is now available, +1 (888) 890-2505. You will be routed to our dedicated North Carolina team. They are well-versed in all things mCLASS® specific to North Carolina. We are in close contact with that team and know this solution will provide your educators with the support they need.</p> <p>Alternatively, you can create a support ticket using this form. https://service.amplify.com/s/support</p> <p>The Service Hub is an online portal which allows district- and school-level administrators to create support tickets, check on ticket status, and view reports related to support cases. Educators who have an RtA Admin role have access to the Service Hub. You can access the Service Hub here. Log in with the SSO Login icon and search for North Carolina Public Schools. Your NCEdCloud credentials will enable you to access the Service Hub.</p>
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Professional Development and Materials	
Questions	Answers
<p>C.1 What do we do with our unused TRC and/or old DIBELS® Next materials in schools?</p>	<p>Districts are no longer required to keep old assessment materials. Districts may determine how to disperse or discard.</p>
<p>C.2 Does Amplify have a site specifically aligned to NC requirements?</p>	<p>Yes, Please visit NC Amplify.</p>
<p>C.3 Are there additional supports to help me learn more about Amplify?</p>	<p>Yes, please visit Self-Paced Amplify Course.</p>
<p>C.4 How many CEUs are provided for completing the online training modules? What is the process to document the CEUs?</p>	<p>At the completion of the Amplify online self-paced course, participants can print a certificate of completion to submit to their district for CEUS. The online course should</p>

	take between 3-4 hours to complete. It is up to the district to determine the process for issuing the CEUs.
C.5 When students complete the online MAZE and Vocab assessments, will they log in through NCEdCloud, or via the Amplify website with a username and password?	Students will use SSO by logging to NCEdCloud and clicking on Amplify. This will take them directly to the assessment site.
C.6 Who do we contact for additional materials?	Contact Thomas.Merritt@dpi.nc.gov.
C.7 Do we have access to the mCLASS® screeners for Dyslexia risk and related difficulty?	<p>The mCLASS® screeners for Dyslexia risk and related difficulty that are available within mCLASS® are Vocabulary, RAN, and Spelling.</p> <p>Vocabulary is currently required for all students and is accessible in the mCLASS® platform.</p> <p>RAN and Spelling can be added at the school or district level as requested.</p> <p>Adding RAN and Spelling measures would be no additional cost.</p> <p>mCLASS® Dyslexia Toolkit</p> <p>mCLASS® Vocabulary, Spelling, and RAN Measures: Guidance on Data and Instructional Next Steps</p>
C.8 Will there be any training for mCLASS® for districts using this assessment?	Yes. Amplify offers full-day training and half-day refresher training sessions during the summer months.


Family Engagement	
Questions	Answers
D.1 Does Amplify have any at home materials?	Yes, the Home Connect ® provides activities based on student assessment data.

D.2 Do parents have access to assess students?	No, this is not considered a best practice for collecting consistent, valid and reliable data. Assessments should be administered by school staff.
D.3 Are there any state guidelines about how and/or when we share our district state RtA benchmark and progress monitoring results with the K-3 parents?	<p>State Board policy requires parents receive notification after each benchmark (BOY, MOY, EOY). KNEC-002: After each benchmark period, the school shall provide the parent of each individual K-3 student with program-generated written notification of the student's progress, including: assessment results, whether the student may not reach reading proficiency by the end of the third grade, and instructional support activities for use at home.</p> <p>Additionally, an Individual Reading Plan (IRP) shall be developed for any student in kindergarten through third grade demonstrating difficulty with reading development based on the results of either (i) the first diagnostic or formative assessment of the school year or (ii) the first diagnostic or formative assessment of the second semester of the school year. The IRP shall be continually adjusted based on multiple data sources. A student's parent or guardian shall be given notice that the student has been identified as having difficulty with reading development and that an IRP has been developed.</p>

Dual Language/Immersion (DL/I)	
Questions	Answers
DL/I FAQs	
E.1 Can DL/I students be assessed in Spanish?	Yes. Effective 22-23 SY all Spanish DL/I classrooms will have access to mCLASS® Lectura.

E.2 What is the process for translating mCLASS® materials into other DL/I program languages?	Districts are allowed to have assessment materials translated as needed. This would be a district's responsibility.
E.3 Will there be any training for mCLASS® Lectura for districts using this assessment?	Yes. Amplify offers full-day Lectura training and half-day refresher training sessions during the summer months.
E.4 For schools with DL/I programs, are students assessed in English, Spanish, or both languages?	<p>The English assessment is required for all K-3 classrooms, except Spanish DL/I classrooms that are 100%, 80/20 or 90/10, where testing is done exclusively with mCLASS® Lectura, the Spanish assessment.</p> <p>If a Spanish DL/I classroom that is 100%, 80/20 or 90/10 would also like to test in English, they can indicate that they are requesting Amplify assessment materials in both English and Spanish. <i>*Funding is provided for both English and Spanish assessments.</i></p> <p>Spanish DL/I classrooms that are 50/50, or have some other instructional time allotment (ex. 70/30 or 60/40), are required to use the English assessment and can choose to use the Spanish assessment if they would like to test in both languages. <i>*Funding is provided for both English and Spanish assessments.</i></p>
E.5 Are the Benchmark assessment BOY, MOY and EOY dates the same for mCLASS® Lectura and DIBELS® 8?	No, it is not a requirement to use the same assessment window for DIBELS® 8 and mCLASS® Lectura, though schools may choose to target this for MOY and EOY.
E.6 How do teachers access mCLASS® Lectura to assess DL/I students in Spanish?	<p>Teachers access both mCLASS® assessments (DIBELS® 8 and/or Lectura) in the same way, via NCEdCloud.</p> <p>In order for teachers to assess students in Spanish, both teachers and students will need to be rostered through Infinite Campus</p>

	<p>in the same process as the students who are being assessed in English with DIBELS® 8. The English Language Arts (ELA) course code (1050, 1051, 1052, 1053, 1054, 1055) that is currently used for rostering information from the Student Information System or Infinite Campus should continue to be used.</p> <p>In order to identify the Spanish DL/I students testing with mCLASS® Lectura, schools will need to use the grouping feature in mCLASS. This feature allows students to be officially rostered in their ELA section and grouped in DL/I class, so testing in Spanish or testing in both Spanish and English can be done easily and accurately.</p> <p>Please view Amplify's 3-minute YouTube video, How to Add a Group, for step-by-step instructions.</p>
E.7 What skills does Lectura measure?	<p>Lectura has the following assessment measures:</p> <p>Letter Naming - FNL (Fluidez en nombrar letras)</p> <p>Phonological Awareness - FSS (Fluidez en la segmentación de sílabas) y QQ (¿Qué queda?)</p> <p>Alphabetic Principle - FSL (Fluidez en los sonidos de letras), LSS (Fluidez en los sonidos de sílabas), FEP (Fluidez en palabras)</p> <p>Fluency - FLO (Fluidez en Lectura oral)</p> <p>Comprehension - CP (¿Cuál palabra?)</p> <p>There are also some additional Spanish assessments available to broaden the skills measured:</p> <p>Spelling Español (Encoding)</p> <p>Oral Language Español</p> <p>Vocabulary Español</p> <p>Note: Spanish has a transparent orthography, so DL/I students may be able to decode</p>

	earlier than students in English-only classrooms.
E.8 Will mCLASS® Lectura change the EVAAS growth model for teachers?	No, mCLASS® Lectura will not change the current EVAAS growth model focusing on data collection for English only; however, it does allow for aligned instructional support systems and practices in all English and Spanish classrooms, which is required so that NC DL/I teachers and students have access to aligned resources and data to plan and adjust instruction accordingly.
E.9 Will the state pay for 4th grade transitional materials for Lectura subscriptions?	The state will provide one Amplify assessment kit for each school to share for the purpose of monitoring growth/proficiency for 3/4 transition/accelerated reading classes as an optional pathway to meet the instructional needs of these students. The state will not pay for 5th grade.
E.10 What are the mCLASS® Lectura benchmark goals?	 mCLASS_Lectura_Benchmark_Goals.pdf

Multilingual	
Questions	Answers
F.1 Can instructions be read in Spanish for a non-English speaking child?	Students identified as an English learner may NOT be given the directions in his/her home language. This is similar to the Kindergarten Screener, English Language Proficiency screener requirement that the assessment instructions be administered in English only. Students who are new to the country should be progress monitored on foundational skills appropriately and out of grade level if needed. For example, a 1st, 2nd, or 3rd grade child

	with limited English may need instruction in the Kindergarten skill area of phonemic awareness with progress monitoring in between assessments. Benchmarking should begin when the next window opens.
F.2 Do students recently new to the country take the RTA diagnostic assessment?	<p>An initial recommendation would be to find out if the student has ACCESS or WIDA Screener Scores. The school's testing coordinators and ESL teachers have this information.</p> <p>DIBELS® 8 would provide additional data to determine essential instructional support. Schools should invite the ESL teacher to be a part of the discussion, review all data available and determine next steps aligned to the WIDA Can-Do descriptors and data.</p>

Exceptional Children	
Questions	Answers
EC Guidance Document	
G.1 Can a ruler or paper be used in DIBELS® 8 to support students in not getting “offline” when taking certain assessment measures?	The use of a ruler or marker is an approved accommodation on DIBELS® 8. Best practice would be to use a ruler or marker only with those students who use it regularly in the classroom. It does not have to be noted in an IEP for a student to make use of this accommodation.
G.2 Are large print and/or braille DIBELS® 8 assessment materials available?	If you need large print and/or braille DIBELS® 8 assessment materials please reach out to your consultant or thomas.merritt@dpi.nc.gov .
G.3 Is it permissible for a teacher to use a blank sheet of paper to highlight only the row the student is reading in order to cover the rest of the page for less confusion?	Yes, this is developmentally appropriate and does not require an IEP modification.

G.4 Is it permissible for students with IEPs to receive extended time on the one minute probes for each measure and does the school's IEP team make that decision?	The one minute probes should be maintained for the purpose of the benchmark and measuring automaticity. However, for instructional guidance the teacher may record the information at the one minute mark and have the student continue beyond the one minute timeline for the teacher to gather additional instructional information.
G.5 Are there options for exemption when providing the mCLASS® assessment to K-2 students? If so, what is the process for the exemption? (ex. Student with apraxia in which mCLASS® isn't appropriate for)	These decisions are made by the IEP team according to the student's individual data. If the IEP determines DIBELS® 8 is not appropriate, the team will need to determine what assessments will be used as an alternative.
G.6 For IEPs and 504s, what accommodations are most appropriate (or allowed, if any) in the Amplify assessment materials?	These decisions are made by the IEP team according to the student's individual data.

Gifted Learners	
Questions	Answers
H.1 How will DIBELS® 8 ensure we continue to challenge our highest performers based on the assessment data?	<p>DIBELS® 8 identifies high performers, with the “above benchmark” (blue) designation. These students are outperforming grade level expectations.</p> <p>Because DIBELS® 8 drives Lexile scores, teachers can place high performing students in suitably complex texts and accelerate their growth over time.</p> <p>DIBELS® 8 also supports tracking of performance against similarly advanced students, meaning that teachers can monitor a high performing student’s growth over time to see how it compares to other high performing students.</p>

Finally, mCLASS® creates instructional groups and makes recommendations to teachers. High performing students will generally receive recommendations related to advanced comprehension skills and strategies. These lessons focus on topics such as figurative language, author's craft, and claims and evidence.

Some of the DIBELS® 8 improvements include increasing complex letter-sound combinations and increasingly complex words in Nonsense Word and Word Reading measures that were specifically designed to try to address some of the ceiling effects that were problematic with prior versions of DIBELS®. For example, students in 3rd grade encounter (C)VC|CVC(C)C patterns in NWF, whereas prior versions of DIBELS® consisted of only VC or CVC words.

Zones of Growth allows educators to compare growth for students with similar starting skills. Students with very advanced literacy skills were included in the sample and have an associated growth expectation. Short answer: students with high reading skills can be compared to other students like them via Zones of Growth to ensure they are continuing to grow.

Instructionally: advanced students are typically placed in mCLASS® instructional groups that focus on more advanced comprehension skills and strategies in mCLASS® Instruction. These lessons focus on topics like figurative language, author's craft, and claims and evidence. Teachers should continue to provide instructional opportunities that challenge students in their small group time and provide access to above-grade-level materials as appropriate for instruction.

<p>H.2 We use composite scores as an artifact for AIG placement. Is there a component of DIBELS® 8 data that we could use as a piece of data when looking at placement?</p>	<p>DIBELS® 8 is not designed to be used for AIG placement. It is designed as a possible risk indicator for early reading skills and is intended for assessing reading skills to best inform classroom instruction. The information can be used to guide best next steps for students that are proficient on the reading skills assessed. Since DIBELS® 8 is designed to assess component reading skills, it would not be best practice to pull out one skill to use for any type of AIG identification. Being in the blue zone is a good indicator that a student has established literacy skills as nearly all students in this range score at or above the 40th percentile rank on criterion measure, but, again, this is a measure of basic reading skills.</p>
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3rd Grade Proficiency/Reading Retained	
Questions	Answers
<p>I.1 Will third-grade students be eligible to meet RtA requirements with BOY scores, or only at MOY and EOY?</p>	<p>Yes. Amplify data from any benchmark (BOY/MOY/EOY) may be used to demonstrate proficiency if a student reaches a 725 Lexile.</p>
<p>I.2 What happens if the third-grade student retained for reading takes the RtA Diagnostic Assessment and passes it?</p>	<p>Third-grade students who demonstrate 3rd grade reading proficiency requirements at any benchmark should have the reading retained label removed. Follow the guidance linked below.</p> <p>Reading Retained Reporting Changes</p>
<p>I.3 Why is NCDPI's RtA proficiency cut score for 3rd graders 445 during any benchmark period when Amplify's cut score for EOY is 442?</p>	<p>725 Lexile is the criteria for 3rd graders to show proficiency using mCLASS® DIBELS® 8. All 3rd grade assessments offered in North Carolina must meet the 725 Lexile standard. The DIBELS® 8 cut scores are national measures which identify the risk of reading difficulties by students, and vary throughout the grade levels and benchmark periods.</p>

	<p>The 725 is not an indicator that instructional support may be discontinued for these students.</p>
<p>I.4 Do we know which other assessments we can use to satisfy the RtA proficiency requirements for third-graders?</p>	<p>Renaissance STAR Reading may be used as the State Board approved Read to Achieve Alternative Assessment. This assessment serves as an alternative pathway for third grade students as a good cause exemption reading proficiency measure. The alternative assessment does not replace the state required assessments and is optional for districts to purchase.</p> <p>Third-grade students may demonstrate reading proficiency by obtaining ONE of the following:</p> <p>Achievement Level 3 or higher on the Beginning-of-Grade 3 (BOG3) Reading Test.</p> <p>Achievement of 725 Lexile on DIBELS® 8</p> <p>Achievement Level 3 or higher on the regular administration (i.e., first administration) of the Grade 3 End-of-Grade(EOG) Reading Test.</p> <p>Achievement Level 3 or higher on the retest of the Grade 3 EOG Reading Test.</p> <p>Achievement Level 3 or higher on the Read to Achieve Test administered at the end of the third-grade year (i.e., after the regular administration of the EOG Reading Test).</p> <p>The student successfully completes a Grade 3 Student Reading Portfolio.</p>
<p>I.5 Where can we locate the student's Lexile levels on the student report?</p>	<p>The Lexile will display next to the DIBELS® 8 composite score column in the benchmark summary report within the teacher view. You can download a bulk Lexile file using this guidance:</p> <p>Bulk Collection of Lexiles for Third Grade</p>

I.6 Will the state pay for 4th and 5th grade DIBELS® 8 subscriptions?	The state offers 4th and 5th grade DIBELS® 8 subscriptions and kits to districts that have requested these assessments in the prior year.
I.7 For students in a 3/4 transition class or students in fourth grade accelerated reading, which grade level(s) are they assessed on?	Grade 3 DIBELS® 8 assessments
I.8 If a fourth-grade student, who was reading retained, meets 3rd grade proficiency on BOY, do they also complete a 4th grade BOY assessment for instructional purposes or growth in EVAAS?	They are welcome to assess on 4th grade for instructional purposes if your school has previously requested DIBELS® 8 for 4th/5th grades. However, EVAAS is calculated from Grade 3 EOG to Grade 4 EOG.
I.9 Do students with the Reading Retained label have to be assessed within the established benchmark window?	Yes. Benchmark windows are open in individual schools for all grade levels only during the established benchmark window.
I.10 How are reading retained students coded within Infinite Campus?	The Home Base Team has created a QRD, "Coding Read-to-Achieve Reading Retained Students" , to assist PSUs with properly coding the "Read Retain" label in Infinite Campus for students under Read-to-Achieve. This document also contains links to additional resources that provide background legislative information and FAQs.