

Exhibit 1 - Mandatory Requirements

The supplier shall comply with all the requirements in this section and provide proper documentation in its response to each Mandatory Qualifications and Requirement.

1. Mandatory Requirements

- 1.1. Must be able to be administered by a certified teacher without additional credentials beyond brief training in the specific assessment tool.
- 1.2. Must provide for universal screening that can be administered three (3) times a year (beginning, middle, and end of year);
- 1.3. Must provide assessment for risk of characteristics of dyslexia and clearly identify students who demonstrate risk for dyslexia;
 - 1.3.1. Assessment for characteristics of dyslexia administered at beginning of year to students in first, second, and third grade who do not meet the grade-level target (40th percentile).
 - 1.3.2. Assessment for characteristics of dyslexia administered at middle of year to students in kindergarten who do not meet the grade-level target (40th percentile).
- 1.4. Must be available and normed for all students in kindergarten through grade 3, as well as 4th and 5th grade students who continue to demonstrate reading difficulties.
- 1.5. Must provide progress monitoring for students below grade-level targets to regularly monitor the progress of students identified with a reading deficiency as they progress through the school year. The assessment must be sensitive to student growth/progress across the school year.
 - 1.5.1. Progress monitoring must be available on a monthly, bi-weekly, and weekly basis as determined by the needs of the student.
 - 1.5.2. Must provide guidance for setting realistic and ambitious goals that will allow students to close learning gaps.
- 1.6. Evidence of Effectiveness

The screener must identify students who may be at risk of reading failure and be predictive of whether students are expected to be successful on the summative assessment and/or by the end of the of the school year.

 - 1.6.1. Must provide at least two forms of reliability reported at 0.80 or higher. Forms of reliability may include, but are not limited to, test-retest, inter-rater, or alternative forms.
 - 1.6.2. Must provide at least three forms of validity reported at 0.70 or higher. Forms of validity may include, but are not limited to, predictive, content, and construct.
 - 1.6.3. To demonstrate classification accuracy, must provide evidence of a sensitivity rate of 70% or higher.
 - 1.6.4. To demonstrate classification accuracy, must provide evidence of a specificity rate of 80% or higher.
- 1.7. Skills Assessed

Must be aligned with the Oklahoma Academic Standards (“OAS”) Standards focused on English Language Arts.

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- 1.7.1. Must assess the following skills for kindergarten and all components must contribute to risk summary (e.g., all subtests used to calculate composite score):
 - 1.7.1.1. Phonological and phonemic awareness
 - 1.7.1.2. Letter recognition
 - 1.7.1.3. Oral language skills
 - 1.7.1.4. Rapid automatized naming (RAN)

- 1.7.2. Must assess the following skills across first, second and third grade and all components must contribute to risk summary (e.g., all subtests used to calculate composite score):
 - 1.7.2.1. Phonemic awareness
 - 1.7.2.2. Blending & segmenting
 - 1.7.2.3. Phoneme manipulation (addition, deletion, substitution)
 - 1.7.2.4. Phonics, or decoding
 - 1.7.2.5. Encoding, or spelling
 - 1.7.2.6. Reading fluency
 - 1.7.2.7. Vocabulary (receptive or expressive)
 - 1.7.2.8. Comprehension
 - 1.7.2.9. Rapid automatized naming (RAN)

- 1.8. Data Management
 - 1.8.1. Must be accompanied by a data management system that provides scoring support and profiles/reports that identify each student's instructional point of need and reaching achievement.
 - 1.8.2. Must provide the following scores and scoring support for teachers: standard scores, subtest/subscale scores, norm referenced scores/percentiles, grade level equivalency scores, Lexile scores, and clear indicator of risk for characteristics of dyslexia.
 - 1.8.3. Must provide online student, class, school, and district reports on assessment results to help teachers with making instructional decisions based on the data, including a report that tracks student progress/growth.
 - 1.8.4. Must provide the ability for relevant OSDE employees to view reports at all levels, including a state summary report.
 - 1.8.5. Must provide reports for progress monitoring to show student results as compared to a goal as well as trend lines. Progress monitoring reports must show how the student's progress achieving grade-level expectations.