Department of Education

Colorado State Board of Education

RULES FOR THE ADMINISTRATION OF THE COLORADO READING TO ENSURE ACADEMIC DEVELOPMENT ACT (READ ACT)

1.00   Statement of Basis and Purpose.

These rules are promulgated pursuant to Colorado Revised Statutes section 22-2-107 (1) (c) and section 22-7-1209 (1) (a) (e). Section 22-2-107 (1) (a), (c), C.R.S., authorizes the State Board of Education to perform all duties delegated to it by law and to promulgate and adopt policies, rules, and regulations concerning general supervision of the public schools, the Department, and the educational programs maintained and operated by all state governmental agencies for persons who have not completed the twelfth-grade level of instruction. Section 22-7-1209 (1) (a) (e), C.R.S., requires the Colorado State Board of Education to promulgate Rules for the Administration of the Colorado Reading to Ensure Academic Development Act (the Colorado READ Act).

2.00   Definitions.

2.01 Advisory: Recommendations made by the Colorado Department of Education that meet the requirements for scientifically based reading research or evidence-based. These may include but are not limited to the topics of classroom resource materials, instructional programming, interventions, and professional development.

2.02 Body of Evidence: A collection of information which, when considered in its entirety, documents the level of a student's academic performance. A body of evidence, at a minimum, shall include scores on formative or interim assessments and work that a student independently produces in a classroom, including but not limited to the school readiness and READ assessments adopted by the State Board. A body of evidence may also include scores on summative assessments.

2.03 Comprehension: The process of extracting and constructing meaning from written texts. Comprehension has three key elements: (1) the reader; (2) the text; and (3) the activity.

2.04 Department: The Colorado Department of Education created pursuant to section 24-1-115, C.R.S.

2.05 Diagnostic Assessment: A State Board approved assessment which Schools are required to use for students identified through screening as possibly having a significant reading deficiency so as to pinpoint a student's specific area(s) of weakness and provide in-depth information about students' skills and instructional needs.

2.06 Duration: The length (number of minutes) of a session multiplied by the number of sessions per school year.

2.07 Enrollment: For the purposes of the READ Act, enrollment refers to the student's first day of school.

2.08 Explicit Instruction: Instruction that involves direct explanation in which cconcepts are explained and skills are modeled, without vagueness or ambiguity. The teacher's language is concise, specific, and related to the objective, and guided practice is provided.

2.09 Evidence-Based: The instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in adequately increasing students' reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading comprehension.

2.10 Fidelity: The delivery of instruction in the way in which it was designed to be delivered.

2.11 Fluency: The capacity to read words in connected text with sufficient accuracy, rate, and prosody to comprehend what is read.

2.12 Frequency: How often an intervention occurs used within a Response to Intervention framework. Frequency of an intervention, in conjunction with intensity, fidelity of delivery, and duration, may be used as an element to determine the effectiveness of an intervention.

2.13 Intervention: The practice of providing scientifically-based, high-quality instruction and progress monitoring to students who are below proficient in reading.

2.14 Instructional Programming: Scientifically based or evidence based resources in reading instruction that local education providers are encouraged to use iincluding but not limited to interventions, tutoring, and instructional materials that adequately teach students to read and may include materials used within a multi-tiered system of support iincluding the universal/core level and supplemental and intensive interventions.

2.15 Intensity: More time daily above and beyond 90+ minutes of universal (Tier 1) instruction, which is focused on the specific needs of the student as identified by a diagnostic measure. Instruction can be intensified in three ways: (1) more time, (2) more targeted instruction, and (3) smaller group size.

2.16 Interim Assessment: An assessment that occurs multiple times throughout the academic year through which teachers can determine strengths and weaknesses of students that otherwise may have gone unnoticed and which support teachers in making instructional decisions.

2.17 Judicious Review: A review of previously learned information over time, integrated into more complex tasks, in order to enhance the learning of new skills.

2.18 Local Education Provider: A school district, a board of cooperative services, a district charter school, or an institute charter school.

2.19 Mastery: A student can successfully perform, apply, and transfer their knowledge of the task at least 85% of the time.

2.20 Oral Language: The ability to produce and comprehend spoken language, including vocabulary and grammar.

2.21 Phonemic Awareness: A subset of phonological awareness in which listeners are able to hear, identify, and manipulate phonemes, the smallest units of sound that can differentiate meaning.

2.22 Phonological Awareness: Awareness of the sound structure of spoken words at three levels: (1) syllable, (2) onset and rime, and (3) phoneme.

2.23 Phonics: A method of teaching reading and writing by developing learners' phonemic awareness, that is, the ability to hear, identify, and manipulate the sounds (phonemes) in order to

teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them.

2.24 Professional Development: Activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher or educational professional. Such activities include but are not limited to, updating individuals' knowledge of literacy in light of recent aadvances; updating individuals' skills, attitudes, and approaches in light of the development of new teaching techniques and objectives, new circumstances, and new educational research; enabling individuals to apply changes made to curricula or other aspects of the teaching practice of literacy; enabling schools to develop and apply new strategies concerning the curriculum and other aspects of the teaching of literacy; and exchanging information and expertise among teachers and others. This definition recognizes that professional development can be provided in many ways, ranging from the formal to the informal and can be made available through external expertise in the form of courses, workshops or formal qualification programs, and through collaboration between schools or teachers across schools.

2.25 Progress Monitoring: An assessment used to determine whether students are making adequate progress and to determine whether instruction needs to be adjusted.

2.26 School District: A school district, other than a junior college district, organized and existing pursuant to law.

2.27 Scientifically Based: The instruction or item described is based on research that applies rrigorous, systematic, and objective procedures to obtain valid knowledge that is relevant to reading development, reading instruction, and reading difficulties.

2.28 Screening: An assessment that provides a quick sample of critical reading skills that will inform the teacher if the student is on track for grade level reading proficiency by the end of the school year. A screening assessment is a first alert that a student may need extra help to make adequate progress in reading during the year.

2.29 Significant Reading Deficiency: A student does not meet the minimum skill levels for rreading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading comprehension established by the State Board for the student's grade level.

2.30 State Board: The state board of education created pursuant to section 1 of article IX of the state constitution.

2.31 Sufficient Duration: Dependent on a number of factors including the program or strategy being used, the age of the student, and the severity of the deficit involved.

2.32 Summative Assessment: An end of year comprehensive measurement of student mastery in order to inform taxpayers, state policy makers, support identification of successful programs, and serve a variety of state and federal accountability needs.

2.33 Systematic Instruction: A carefully planned sequence of instruction that is thought out and designed before activities and lessons are planned, maximizing the likelihood that whenever children are asked to learn something new, they already possess the appropriate prior knowledge and understandings to see its value and to learn it effectively.

2.34 Teacher: The professional responsible for the literacy instruction of the student(s) and may include an instructional coach, reading interventionist, special education teacher, Title I teacher or other personnel who are identified as effective in the teaching of reading.

2.35 Vocabulary: Knowledge of words and word meanings and includes words that a person understands and uses in language. Vocabulary is essential for both learning to read and comprehending text.

3.00 **Determination of Significant Reading Deficiency.** In grades K-3, determination that a child has a Significant Reading Deficiency in English will be based on:

3.01 (A) A child scoring at least twice at or below the cut-off score category established by the interim assessment within a school year. All children shall be tested within 30 days of enrollment, and any child scoring at or below the cut-off shall be retested within 30 days on the same state board approved interim assessment.

4.00 **Upon Determination of Significant Reading Deficiency.** For students in grades K-3, upon determining a child has a Significant Reading Deficiency, the teacher shall:

4.01 (A) Administer a State Board approved diagnostic assessment to identify the student's specific skill deficiencies in one or more of the components of reading: phonemic awareness, phonics, oral reading fluency, vocabulary, and comprehension and;

4.01 (B) Monitor the ongoing progress of students determined to have a Significant Reading Deficiency by administering the selected State Board approved interim assessment periodically throughout the school year until the student demonstrates grade level proficiency and is removed from a READ plan and;

4.01 (C) Collect a body of evidence to demonstrate the child is making sufficient progress to meet grade level or state approved standards, as outlined in the Minimum Reading Competency Skill Levels defined in section 5.00 of these rules.

5.00 **Minimum Reading Competency Skill Levels.**

5.01 Kindergarten Minimum Reading Competency Skill Levels: Set forth bbelow are the Minimum Reading Competency Skill Levels based on the Colorado Academic Standards that must be attained by the end of the Kindergarten year that have a significant correlation to reading on grade level. Throughout the school year, the teacher must collect a body of evidence in order to determine whether the student demonstrates mastery of the following skills.

(A) Phonological Awareness.

5.01 (A) (1) Recognize and produce rhyming words;

5.01 (A) (2) Identify and produce groups of words that begin with the same sound (alliteration);

5.01 (A) (3) Count, pronounce, blend, and segment syllables in spoken words.

5.01 (B) Phonemic Awareness.

5.01 (B) (1) Blend and segment the onset and rime of single syllable spoken words;

5.01 (B) (2) Identify phonemes for letters;

5.01 (B) (3) Identify the initial, medial, and final phoneme of spoken words;

5.01 (B) (4) Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words;

5.01 (B) (5) Add or substitute individual sounds in simple, one-syllable words to make new words.

5.01 (C) Concept of print.

5.01 (C) (1) Demonstrate understanding of the organization and basic features of print;

5.01 (C) (2) Understand that words are separated by spaces in print, also known as concept of word;

5.01 (C) (3) Identify the front cover, back cover, and title page of a book; while significant, this skill is a lower indicator of future reading success and should not be weighed as heavily as the other skills when determining if a child has attained mastery of the Minimum Reading Competency Skill Levels;

5.01 (C) (4) Recognize that spoken words are represented in written language by specific sequences of letters.

5.01 (D) Alphabetic Principle.

5.01 (D) (1) Recognize and name all upper- and lowercase letters of the alphabet.

5.01 (E) Phonics.

5.01 (E) (1) Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant;

5.01 (E) (2) Distinguish between similarly spelled words by identifying the sounds of the letters that differ;

5.01 (E) (3) Associate the long and short sounds with the common spellings for the five major vowels;

5.01 (E) (4) Read text consisting of short sentences comprised of learned sight words and consonant-vowel-consonant (CVC) words and may also include rebuses that represent words that cannot be decoded or recognized.

5.01 (F) Vocabulary Development.

5.01 (F) (1) Identify new meanings for familiar words and apply them accurately;

5.01 (F) (2) Use the most frequently occurring inflections and affixes;

5.01 (F) (3) Use new vocabulary that is directly taught through reading, speaking, and listening; while significant, this skill is a lower indicator of future reading success and should not be weighed as heavily as the other skills when determining if a child has attained mastery of the Minimum Reading Competency Skill Levels;

5.01 (F) (4) Relate new vocabulary to prior knowledge; while significant, this skill is a lower indicator of future reading success and should not be weighed as heavily as the

other skills when determining if a child has attained mastery of the Minimum Reading Competency Skill Levels.

5.01 (G) Oral Language.

5.01 (G) (1) Use words and phrases acquired through conversations, reading and being read to, and responding to texts;

5.01 (G) (2) Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details and requesting clarification if something is not understood;

5.01 (G) (3) Ask and answer questions in order to seek help, get information, or clarify something that is not understood;

5.01 (G) (4) Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups; while significant, this skill is a lower indicator of future reading success and should not be weighed as heavily as the other skills when determining if a child has attained mastery of the Minimum Reading Competency Skill Levels;

5.01 (G) (5) Listen with comprehension to follow two-step directions; while significant, this skill is a lower indicator of future reading success and should not be weighed as heavily as the other skills when determining if a child has attained mastery of the Minimum Reading Competency Skill Levels.

5.01 (H) Listening Comprehension.

5.01 (H) (1) With prompting and support, answer questions about key details in a text;

5.01 (H) (2) With prompting and support, identify characters, settings, and major events in a story;

5.01 (H) (3) Recognize common types of texts.

5.02 First Grade Minimum Reading Competency Skill Levels. Set forth bbelow are the Minimum Reading Competency Skill Levels based on the Colorado Academic Standards that must be attained by the end of the first grade year that have a significant correlation to reading on grade level. Throughout the school year, the teacher must collect a body of evidence in order to determine whether the student demonstrates mastery of the following skills.

5.02 (A) Phonemic Awareness.

5.02 (A) (1) Orally produce single-syllable words by blending sounds, including blends;

5.02 (A) (2) Segment spoken single-syllable words into their complete sequence of individual sounds;

5.02 (A) (3) Distinguish long from short vowel sounds in spoken single-syllable words.

5.02 (B) Concept of Print

5.03 (B) (1) Recognize the distinguishing features of a sentence.

5.02 (C) Phonics

5.02 (C) (1) Know the spelling-sound correspondences for common consonant digraphs;

5.02 (C) (2) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word;

5.02 (C) (3) Decode two-syllable words following basic patterns by breaking words into syllables;

5.02 (C) (4) Know final -e and common vowel team conventions for representing long vowel sounds;

5.02 (C) (5) Read words with inflectional endings;

5.02 (C) (6) Use onsets and rimes to create new words (ip to make dip, lip, slip, ship);

5.02 (C) (7) Accurately decode unknown words that follow a predictable letter/sound relationship.

5.02 (D) Reading Fluency.

5.02 (D) (1) Read grade-appropriate irregularly spelled words;

5.02 (D) (2) Read a minimum of 23 words per minute in the winter with fluency; read a minimum of 53 words per minute in the spring with fluency.

5.02 (E) Vocabulary Development.

5.02 (E) (1) Use sentence level context as a clue to the meaning of a word or phrase;

5.02 (E) (2) Identify and understand compound words.

5.02 (F) Oral Language.

5.02 (F) (1) Use sentence level context as a clue to the meaning of a word or phrase;

5.02 (F) (2) Produce complete sentences when appropriate to task and situation.

5.02 (G) Reading Comprehension.

5.02 (G) (1) Answer questions about key details in a text;

5.02 (G) (2) Make predictions about what will happen in the text and explain whether they were confirmed or not and why, providing evidence from the text;

5.02 (G) (3) Explain major differences between books that tell stories and books that give information;

5.02 (G) (4) Identify who is telling the story at various points in a text;

5.02 (G) (5) Describe the connection between two individuals, events, ideas, or pieces of information in a text;

5.02 (G) (6) Know and use various text features to locate key factors or information in a text;

5.02 (G) (7) Identify the reasons an author gives to support points in a text;

5.02 (G) (8) Compare and contrast the adventures and experiences of characters in stories;

5.02 (G) (9) Describe characters, settings, and major events in a story, using key details;

5.02 (G) (10) Identify basic similarities in and differences between two texts on the same topic.

5.03 Second Grade Minimum Reading Competency Skill Levels. Set forth bbelow are the Minimum Reading Competency Skill Levels based on the Colorado Academic Standards that must be attained by the end of the second grade year that have a significant correlation to reading on grade level. Throughout the school year, the teacher must collect a body of evidence in order to determine whether the student demonstrates mastery of the following skills.

5.03 (A) Phonemic Awareness.

5.03 (A) (1) The student must be able to demonstrate all of the phonemic awareness skill competencies outlined in Kindergarten and First grade.

5.03 (B) Phonics.

5.03 (B) (1) Decode words with common prefixes and suffixes;

5.03 (B) (2) Identify words with inconsistent but common spelling-sound correspondences;

5.03 (B) (3) Distinguish long and short vowels in regularly spelled one syllable words;

5.03 (B) (4) Know spelling-sound correspondences for additional common vowel teams;

5.03 (B) (5) Read multisyllabic words accurately and fluently;

5.03 (B) (6) Decode regularly spelled two-syllable words with long vowels.

5.03 (C) Reading Fluency.

5.03 (C) (1) Read grade-appropriate irregularly spelled words;

5.03 (C) (2) Read a minimum of 51 words per minute in the fall with fluency; read a minimum of 72 words per minute in the winter with fluency; read a minimum of 89 words per minute in the spring with fluency;

5.03 (C) (3) Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation.

5.03 (D) Vocabulary Development.

5.03 (D) (1) Determine the meaning of a new word formed when a known prefix is added to a known word;

5.03 (D) (2) Use a known root word as a clue to the meaning of an unknown word with the same root;

5.03 (D) (3) Create new words by combining base words with affixes to connect known words to new words;

5.03 (D) (4) Use knowledge of the meaning of individual words to predict the meaning of compound words.

5.03 (E) Oral Language.

5.03 (E) (1) Use content specific vocabulary to ask questions and provide information;

5.03 (E) (2) Recount or describe key ideas or details from a text read aloud.

5.03 (F) Reading Comprehension.

5.03 (F) (1) Recount or describe key ideas or details from a text read aloud;

5.03 (F) (2) Use context to confirm or self-correct word recognition and understanding, rereading as necessary;

5.03 (F) (3) Answer such questions as *who, what, where, when, why* and *how* to demonstrate understanding of key details in a text;

5.03 (F) (4) Summarize the main idea using relevant and significant details in a variety of texts;

5.03 (F) (5) Know and use various text features to locate key factors or information in a text efficiently;

5.03 (F) (6) Identify the main purpose of a text, including what the author wants to answer, explain, or describe;

5.03 (F) (7) Read text to perform a specific task such as follow a recipe or play a game;

5.03 (F) (8) Explain how specific images contribute to and clarify a text;

5.03 (F) (9) Compare and contrast the most important points presented by two texts on the same topic;

5.03 (F) (10) Read and comprehend informational texts, including history/social studies, science, and technical texts;

5.03 (F) (11) Describe how characters in a story respond to major events and challenges;

5.03 (F) (12) Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the story;

5.03 (F) (13) Compare and contrast two or more versions of the same story by different authors or by different cultures.

5.04 Third Grade Minimum Reading Competency Skills. Set forth bbelow are the Minimum Reading Competency Skill Levels based on the Colorado Academic Standards that must be attained by the end of the third grade year that have a significant correlation to reading on grade level. Throughout the school year, the teacher must collect a body of evidence in order to determine whether the student demonstrates mastery of the following skills.

5.04 (A) Phonemic Awareness.

5.04 (A) (1) The student must be able to demonstrate all of the phonemic awareness skill competencies outlined in Kindergarten and First grade.

5.04 (B) Phonics.

5.04 (B) (1) Identify and know the meaning of the most common prefixes and derivational suffixes;

5.04 (B) (2) Decode words with common Latin suffixes;

5.04 (B) (3) Decode multisyllable words;

5.04 (C) Reading Fluency.

5.04 (C) (1) Read grade-appropriate irregularly spelled words.

5.04 (C) (2) Read a minimum of 71 words per minute in the fall with fluency; read a minimum of 92 words per minute in the winter with fluency; read a minimum of 107 words per minute in the spring with fluency;

5.04 (C) (3) Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation.

5.04 (D) Vocabulary Development.

5.04 (D) (1) Determine the meaning of a new word formed when a known affix is added to a known word;

5.04 (D) (2) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language;

5.04 (D) (3) Use sentence-level context as a clue to the meaning of a word or phrase;

5.04 (D) (4) Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning;

5.04 (D) (5) Use a known root word as a clue to the meaning of an unknown word with the same root;

5.04 (D) (6) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

5.04 (E) Reading Comprehension.

5.04 (E) (1) Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text;

5.04 (E) (2) Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers;

5.04 (E) (3) Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting);

5.04 (E) (4) Determine the main idea of a text; recount the key details and explain how they support the main idea;

5.04 (E) (5) Summarize central ideas and important details from a text;

5.04 (E) (6) Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters;

5.04 (E) (7) Use semantic cues and signal words (because, although) to identify cause/effect and compare/contrast relationships;

5.04 (E) (8) Describe the logical connection between particular sentences and paragraphs in a text;

5.04 (E) (9) Read and comprehend informational texts, including history/social studies, science, and technical texts;

5.04 (E) (10) Compare and contrast the most important points and key details presented in two texts on the same topic;

5.04 (E) (11) Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

6.00 Attributes of Effective Universal Instruction. The attributes of a multi-tiered system of support contribute to more meaningful identification of learning problems related to literacy achievement, improve instructional quality, provide all students with the best opportunity to learn to read, assist with the identification of learning disabilities specific to learning to read, and accelerate the reading skills of advanced readers. The following are attributes of effective universal instruction.

6.01 (A) Addresses the five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) appropriate to the age, grade, and needs of students, recognizing the continuum of reading development and;

6.01 (B) Guided by the assessment of a student's reading proficiency using a state board approved interim assessment at least twice, within the first 30 days of a student's enrollment and on an on-going basis through the use of interim assessment probes specific to the student's diagnosed reading skill deficiencies throughout the academic year and;

6.01 (C) A minimum of 90 minutes of instruction and;

6.01 (D) Utilizes a scope and sequence that is delivered explicitly with judicious review, allowing for active and engaged students and;

6.01 (E) Driven by the Colorado Academic Standards.

7.00 Attributes of Effective Targeted and Intensive Instructional Intervention. The attributes of a multi-tiered system of support contribute to more meaningful identification of learning problems related to literacy achievement, improve instructional quality, provide all students with the best opportunity to learn to read, assist with the identification of learning disabilities specific to learning to read, and accelerate the reading skills of advanced readers. The following are attributes of effective targeted and intensive instructional intervention.

7.01 (A) Addresses one or more of the five components of reading with intentional focus on identified area(s) of deficit according to interim and diagnostic assessments (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and;

7.01 (B) Delivered with sufficient intensity, frequency, urgency, and duration and;

7.01 (C) Guided by data from diagnostic, interim, and observational assessments focused on students' areas of need and;

7.01 (D) Directed by an effective teacher in the teaching of reading and;

7.01 (E) Utilizes a scope and sequence that is delivered explicitly with judicious review, allowing for active and engaged students;

 7.01 (F) Delivered in a small group format.

8.00 Notice of Process for Possible Inclusion in Approved Assessment List(s).

8.01 (A) At least one month prior to recommending any new interim, diagnostic, and summative assessments be added to the approved assessment list, the Department will post a notice on its web-site indicating the timeline for review and recommendation of new interim, diagnostic, and summative assessments, the process and deadline for submitting assessments for consideration, and the criteria that will be used by the Department in reviewing assessments.

8.01 (B) Criteria for reviewing interim, diagnostic, and summative assessments will include scientifically based, valid and reliable, proven to accurately identify deficiencies, and at least one assessment shall be normed for students who speak Spanish, consistent with the criteria outlined in section 22-7-1209 (2) (a), C.R.S.

8.01 (C) After reviewing all submissions, the Department will notify publishers of recommended lists of interim, diagnostic, and summative assessments to be presented to the State Board.

8.01 (D) The Department will periodically review lists of approved interim, diagnostic, and summative assessments and recommend updates to the State Board as appropriate.

9.00 Approved Interim Reading Assessments.

9.01 (A) For 2012-13 and 2013-14, the Developmental Reading Assessment 2nd Edition (DRA2)/Evaluación del desarrollo de la lectura 2 (EDL2), the Phonological Awareness Literacy Screening (PALS)/Phonological Awareness Literacy Screening Español (PALS Español), and Dynamic Indicators of Basic Early Literacy Skills (DIBELS 6th or 7th)/Indicadores Dinámicos del Éxito en la Lectura (IDEL) will be approved for use as interim assessments.

9.01 (B) Beginning in 2013–2014, in addition to the Developmental Reading Assessment 2nd Edition (DRA2)/Evaluación del desarrollo de la lectura 2 (EDL2), the Phonological Awareness

Literacy Screening (PALS)/Phonological Awareness Literacy Screening Español (PALS Español), and Dynamic Indicators of Basic Early Literacy Skills (DIBELS 6th or 7th)/Indicadores Dinámicos del Éxito en la Lectura (IDEL), any additional interim assessment(s) approved by the state board during the 2013 – 2014 school year may be used.

9.01 (C) Beginning in 2014-2015, the addition or removal of assessments from the approved interim assessment list may be approved based on the process and criteria established by the Department as outlined in section 22-7-1209 (b)-(d), C.R.S.

9.01 (D) Beginning in 2013-2014, at least one of the approved interim reading assessments for kindergarten and first, second, and third grades will be normed for the performance of students who speak Spanish as their native language, which assessment is available in both English and Spanish, and may be used to supplement but not replace use of an approved interim assessment given in English.

9.01 (E) As reading comprehension is dependent upon students' understanding of the language, children with limited English proficiencies, as determined by the individual district's criteria and documentation, must be assessed in their language of reading instruction, leading to their proficiency in reading English.

10.00 Notice of Process for Possible Inclusion on Advisory Lists of Instructional Programming and Professional Development Programs.

10.01 (A) The Department will periodically review its advisory lists of instructional programming and professional development programs and update as appropriate.

10.01 (B) At least one month prior to revising the lists, the Department will post a notice on its web-site indicating the timeline for review and selection of new items, the process and deadline for submitting items for consideration, and criteria that will be used by the Department in reviewing items.

10.01 (C) Criteria for reviewing instructional programming will include must be proven to accelerate student progress in attaining reading competency, provide explicit and systematic skill development, include scientifically-based and reliable assessments, provide initial and ongoing analysis of student's progress, and include texts on core academic content, consistent with the criteria outlined in section 22-7-1209 (2)(b), C.R.S.

10.01 (D) After reviewing all submissions, the Department will notify publishers of recommended lists of instructional programming and professional development programs.

11.00 Appeals Process for Publishers of Assessments, Instructional Programs, and Professional Development Programs.

11.01 (A) If a publisher's assessment, instructional programming, or professional development program is not included on the approved list, the publisher may submit a written appeal to the Department no later than 14 days after receiving notification. Grounds for a written appeal will be limited to an explanation of why the submissions met the evaluation criteria that was identified and posted by the Department.

11.01 (B) No later than 30 days after receiving the written appeal, the Department shall either add the assessment instructional programming, and/or professional development program to the approved lists or respond to the publisher with a written explanation of why the assessment, instructional programming, or professional development program will not be included.

12.00 Third-Party Evaluators to Review Reading Assessments, Instructional Programming, and Professional Development Programs. Third-party evaluators may be used to review and recommend reading assessments, instructional programming, and professional development programs. In selecting third-party evaluators, the Department will consider:

12.01 (A) Potential evaluator's qualifications, specialized skills and areas of expertise, as they pertain to literacy instruction with special attention given to expertise in phonemic awareness, phonics, fluency, vocabulary, and comprehension and professional development and assessment in these 5 components of reading and;

12.01 (B) Availability and flexibility of evaluator and;

12.01 (C) Costs of acquiring evaluator's services and;

12.01 (D) Any ethical issues, including any conflicts of interest or issues that would prevent an evaluator's ability to provide fair and objective evaluation.

13.00 District Reporting Requirements. In order for the Department to comply with the reporting requirements found in section 22-7-1213, C.R.S., on an annual basis beginning with the 2012-2013 school year during the collection window established by the Education Data Advisory Committee, Local Education Providers must submit the following information to the Department. The State Board will review the data annually to determine if district reporting requirements are consistent with section 22-7-1213, C.R.S.

13.01 (A) Student background information (SASID, name, gender, date of birth and grade level) and;

13.01 (B) Indication of whether the student has been identified as having a significant reading, deficiency and;

13.01 (C) Interim assessment selected by the district (from list of approved assessments) and;

13.01 (D) Interim assessment score and;

13.01 (E) Indication of whether testing accommodations were provided and;

13.01 (F) Testing date and;

13.01 (G) Indication of whether retention was recommended and;

13.01 (H) Indication of whether student was retained and;

13.01 (I) Indication of how per-pupil funding was allocated.