



Comprehensive Early Literacy Grant

Assessment and Reporting Guidance for Biliteracy and Exceptional Students

SRD Determination Process

Colorado READ Act Statute and Rules detail requirements for screening all K-3 students for risk of a significant reading deficiency. The Colorado READ Act is preventative in nature and is designed to ensure that all Colorado K-3 students meet or exceed grade level reading competency by the end of third grade.

CDE provides guidance in accordance with READ Act statute to help determine the appropriate assessment(s) to use for Multilingual Learners and exceptional students. Local Education Providers (LEPs) should follow both the READ Act and CDE guidance as the first step in the Early Literacy Grant process.

Comprehensive ELG Assessment Guidelines

For analyzing system-level progress, grantees should use the mCLASS DIBELS 8th Progress Planning Tools. Grantees should include all students who have a beginning of year and an end of year DIBELS 8th Composite score. This includes students who may have an Individualized Education Plan and Multilingual Learners (MLs) who receive instruction in Spanish or English.

LEPs Providing Literacy Instruction in Spanish & Using Lectura

This applies when Spanish is the focus of instruction and assessment for students receiving literacy instruction in Spanish. These students should be assessed using mCLASS Lectura. Grantees should also assess these students in English using DIBELS 8th at the beginning of the year *and* at the end of the year. mCLASS Lectura data should be used in conjunction with DIBELS 8th data to track reading development in both Spanish and English.

Students using mCLASS Lectura will be included in any mCLASS DIBELS 8th Progress Planning tools. Since language allocation guidelines vary (e.g., dual language vs. bilingual TNLI), expected progress across both languages is based on the program model. Data from mCLASS Lectura, DIBELS 8th and the Reporte de lenguaje dual will be included for ELG reporting.



Frequently Asked Questions

Which students do we include in the Progress Planning Tool analysis?

All students who have a DIBELS 8 beginning of year composite and end of year composite need to be included in the mCLASS DIBELS 8 Progress Planning Tools data entry. The planning tools are used to *evaluate* system-wide growth throughout the year. The CDE will provide grantees with similar data from Amplify at the MOY and EOY for goal reporting from DIBELS 8 and Lectura, if applicable.

Should schools adjust their level of progress percentages on the DIBELS 8th Progress Planning Tool due to student transience*?

The mCLASS DIBELS 8 Progress Planning Tools are used for year-long planning and goal setting. These tools can also be used for mCLASS Lectura year-long planning or consider using the tools across both languages to support various bilingual program models. At minimum, the percentages that are manually inputted should accurately reflect a school's student population of all students who have a BOY and EOY composite scores. Because the Progress Planning Tools are used for year-long planning and goal setting, the CDE recommends updating the data within them throughout the year to accurately inform the data analysis process. * Student transience refers to variability with student-level BOY and EOY unmatched data, i.e. students moving in and out of a school.

How do we report students being assessed in mCLASS Lectura?

Spanish is the focus of assessment for students receiving literacy instruction in Spanish. READ Act statute requires that students being assessed in Lectura are assessed in English, at minimum, one time per year. However, ELG guidance is to assess these students at both the beginning of year and the end of year in English. Assessing students in English at these times helps determine cross-linguistic transfer and ensures all students are included in ELG reporting.

For grantees who have students who are taught literacy instruction in Spanish, they should also include the mCLASS Lectura Correlation report in addition to the DIBELS 8 Correlation report. Grantees are encouraged to provide a supporting narrative when reporting that explains the program model being utilized while also including detailed information about the proficiency achieved in both languages based on the specific bilingual program model.

Should we include students on IEPs in our ELG reporting?

Any students who have an IEP and who were assessed using DIBELS 8 at the beginning of the year and the end of the year should be included in ELG reporting and in using the progress planning tools for data analysis.

What if our ELG report does not accurately reflect the growth we've made due to extenuating circumstances?

Reporting data should not be changed or manipulated by excluding certain populations of students. If students did not have both a BOY and EOY composite score, they should not be included in the report. LEPs are encouraged to supply supporting narratives in ELG reporting to provide additional context to accompany data reports when ELG Goals have not been met.