

Significant Reading Deficiency (SRD) and Standards for Exemption in Support of the Colorado READ Act (Academic Year: 2016–17)

At the request of the Colorado Department of Education, FastBridge Learning has provided these recommendations for use to comply with the Colorado READ Act and related guidelines.

Significant Reading Deficiency

Within the Formative Assessment System for Teachers (FAST™), there are three levels of benchmarks: College Pathways, Some Risk (!) and High Risk (!!). **Performances at or below the High Risk (!!)** benchmark on one or more of the recommended FAST™ reading assessments indicates a **Significant Reading Deficiency (SRD)**. These benchmarks are available on-demand from within the FAST™ system (you must be logged in to FAST™). Benchmarks are also indicated in FAST™ with exclamation points (! or !!) along with local and national norms on a variety of automated reports (e.g., Group Report).

earlyReading (English) “SRD” Benchmarks

earlyReading (English)	Metric	High Risk (!!)		
		Fall Screening Score	Winter Screening Score	Spring Screening Score
Kindergarten	Scaled Score	≤ 30	≤ 46	≤ 59
1 st Grade	Scaled Score	≤ 27	≤ 42	≤ 53

CBMreading (English) “SRD” Benchmarks

CBMreading (English)	Metric	High Risk (!!)		
		Fall Screening Score	Winter Screening Score	Spring Screening Score
1 st Grade	Rate	≤ 8	≤ 23	≤ 45
2 nd Grade	Rate	≤ 30	≤ 61	≤ 79
3 rd Grade	Rate	≤ 62	≤ 89	≤ 103

Adaptive Reading (aReading) “SRD” Benchmarks

aReading	Metric	High Risk (!!)		
		Fall Screening Score	Winter Screening Score	Spring Screening Score
Kindergarten	Scaled Score	≤ 373	≤ 391	≤ 416
1 st Grade	Scaled Score	≤ 416	≤ 440	≤ 453
2 nd Grade	Scaled Score	≤ 450	≤ 470	≤ 477
3 rd Grade	Scaled Score	≤ 475	≤ 482	≤ 489

Grade-Level Competency

Progress towards grade-level competency is typically assessed in the fall, winter, and spring of the academic year. Some students may perform well enough in the fall that it is highly probable (but not certain) that they will meet subsequent standards for competency. Consistent with the Colorado Department of Education guidelines in compliance with the Colorado READ Act, the following page includes the fall standards for student exemptions of subsequent benchmark administrations. These apply only to those students who receive continuous high-quality instruction.

Selection of an Assessment

The earlyReading composite score should be used in Kindergarten to make exemption decisions. Either earlyReading and/or aReading may be used in 1st grade. CBMreading and/or aReading may be used in subsequent grades. **Performance below the standard for exemption on any one of these assessments should preclude exemption.** FastBridge Learning recommends that both CBMreading and aReading are used for universal screening in upper grades. Together they provide a substantially complete understanding of student achievement and instructional needs.

Standards for Exemption

The standards for exemption were defined for each assessment as the lesser of two scores:

- 1) Performance at or above the 90th percentile on national norms during the fall screening OR
- 2) Performance above the Some Risk benchmark during the spring screening.

These are provided along with the Standards for Exemption on the following page.

Help and Support

Once you are logged in to the FAST™ online system, there is additional information available within the Knowledge Base. From there, you may also contact us by live chat or submit a help ticket. If you are not logged in to FAST™, you may also contact us by email or phone: help@fastbridge.org, 612-254-2534.

Colorado Standards for Exemption of Subsequent Benchmark Assessments (2016-17 Academic Year)

Students who perform at or above the 90th percentile on the fall screening relative to national norms are likely (but not certain) to meet or exceed the end of year spring benchmark target (performance at or above the 40th percentile on the spring screening relative to national norms). Therefore, FastBridge Learning recommends using the lesser of two scores: the screening score that is equivalent to the fall 90th percentile or the spring screening benchmark target to establish a “cut score” or minimum standard of performance for exemption of subsequent benchmark assessments.

earlyReading (English) Benchmarks

earlyReading (English)	Metric	Fall Screening Score at or above the 90 th Percentile	Spring Screening Score at or above the 40 th Percentile	Standard for Exemption
Kindergarten	Scaled Score	≥ 42	≥ 65	42
1 st Grade	Scaled Score	≥ 61	≥ 68	61

CBMreading (English) Benchmarks

CBMreading (English)	Metric	Fall Screening Score at or above the 90 th Percentile	Spring Screening Score at or above the 40 th Percentile	Standard for Exemption
1 st Grade	Rate	≥ 66	≥ 71	66
2 nd Grade	Rate	≥ 112	≥ 106	106
3 rd Grade	Rate	≥ 141	≥ 131	131

Adaptive Reading (aReading) Benchmarks

aReading	Metric	Fall Screening Score at or above the 90 th Percentile	Spring Screening Score at or above the 40 th Percentile	Standard for Exemption
Kindergarten	Scaled Score	≥ 418	≥ 435	418
1 st Grade	Scaled Score	≥ 466	≥ 471	466
2 nd Grade	Scaled Score	≥ 496	≥ 489	489
3 rd Grade	Scaled Score	≥ 511	≥ 503	503