Preschool through Third Grade Office

P-3 Literacy Team (READ Act)

1560 Broadway, Suite 500

Denver, CO 80202

Application Due Date: July 6, 2022

COlorado READ ACt

Solicitation for Assessments

READ Act Advisory List

Review Period 2022-2026

Vendors must confirm they are able to meet submission criteria on page 11-12. Please ensure your submission meets the criteria with ample time to meet the deadline.

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# SECTION A: Information

## Background

The Colorado Reading to Ensure Academic Development Act (READ Act), passed by the Colorado legislature in 2012, focuses on early literacy development for all kindergarten through third grade students and especially for students at risk of not reaching grade-level proficiency in reading by the end of third grade. Interim, diagnostic, and summative assessments are a required part of the READ Act and are to be administered to students in grades K-3. Districts and schools must choose from the approved list for their use of assessments to meet the requirements of the READ Act.

The main purpose of K-3 assessments in the Colorado READ Act is to identify “students with a significant reading deficiency” in grades K-3.

The READ Act requires the department to create an advisory list of assessments for local education agencies to choose from to administer to students in grades K-3 to meet the requirements of the READ Act. After a review, the Colorado State Board of Education will be presented with the review and decide as to which assessments will be offered on the state advisory list.

Assessments definitions, in Colorado, are taken from State Board of Education Rule.

## READ Act Assessment Definitions

Assessments in the Colorado READ Act are meant to identify “students with a significant reading deficiency” in grades K-3. Interim assessments are administered to all K-3 students throughout the school year. Those students identified as having a “significant reading deficiency” must then have diagnostic assessment(s) administered to pinpoint those students’ specific area(s) of weakness in reading and provide in-depth information about students’ skills and instructional needs. Students identified with a significant reading deficiency are required to have an intervention plan called READ Plan. The students’ READ Plan will include targeted, scientifically based or evidence-based intervention instruction to address and remediate the students’ specific diagnosed “reading skill deficiencies”. Then, once instruction has begun, teachers must use progress-monitoring assessments to determine whether students are making adequate progress and to determine whether instruction needs to be adjusted.

**1 CCR 301-92 Rules for the Administration of the Colorado Reading to Ensure Academic Development Act (READ Act)**

**2.10 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.

**2.17 Interim Assessment:** A universal screening assessment administered to all students to identify those who may experience lower than expected reading outcomes who may be at risk for reading challenges.

Interim assessments are a required part of the READ Act and are to be administered to all students in grades K-3 throughout the school year. The READ Act requires that at least one interim assessment be available in Spanish and at least one that can be administered using pencil and paper.

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

**2.30 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 competency 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.

**2.31 Significant Reading Deficiency:** means that a student does not meet the minimum skill levels for reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading comprehension established by the State Board pursuant to section 22-7-1209, C.R.S., for the student’s grade level. *C.R.S 22-7-1203(15)*

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

# Advisory List Information

Advisory lists are intended to provide clear guidance on selection of scientifically and evidence-based reading programming and supports as defined by statute and rule (Insert Appendix).

Advisory lists are available to Colorado schools and school districts via the Colorado Department of Education’s website: <http://www.cde.state.co.us/coloradoliteracy/ReadAct/index.asp>. Inclusion on this list does not include a provision for expenditure of state funds to providers on the list and there is no guarantee that providers will be selected by schools/districts. The list of providers will be maintained by the Colorado Department of Education (CDE). The department is required to review the advisory lists at least every two years to update the lists and add additional items when appropriate pursuant to C.R.S.22-7-1209 (3)(c).

Providers on the current advisory lists may be removed from the list if their assessment is found to no longer meet the criteria.

# Purpose

The purpose of this solicitation is to accept proposals for reading assessment tools, in both Spanish and English, for inclusion on the 2022-2026 Read Act Colorado State Board of Education Approved List of Assessments, pursuant to C.R.S. 22-7-1209.

The State Board of Education approved list will be available to Colorado schools and school districts via the Colorado Department of Education’s website: <http://www.cde.state.co.us/coloradoliteracy/ReadAct/index.asp>.

Districts and schools may voluntarily choose from the approved list for their use of an assessment. *This solicitation does not include a provision for expenditure of state funds to providers on the list, and there is no guarantee that providers will be selected by schools/districts. The state may revise its criteria over time as needed.*

**ALL currently approved READ Act Assessments will need to submit for review. To see a list of currently approved assessments please see the READ Interim Assessments web page** <http://www.cde.state.co.us/coloradoliteracy/readact/resourcebank>**.**

# Eligibility Requirements English and Spanish Assessments

(Please see additional eligibility requirements for Spanish assessments after this section)

To be included on the list of *Colorado State Board of Education Approved List of READ Act Assessments*, providers must have reading assessments that meet the following minimum threshold (minimum thresholds are also explained in Appendix D):

* The assessment should address the five components of reading (phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension) appropriate to the age, grade, language of instruction and needs of students, recognizing the continuum of reading development *CCR 301-92, 6.01(A)*
* The assessment has been designed to measure changes in early reading ability across a school year and across the grade-levels of K-3 which are the targeted grade levels for The READ Act.
* The assessment can be administered no less than three times, meaning there must be multiple forms, each school year from Kindergarten through Grade 3.
* The assessment has established cut-scores that can be used to identify students with *“significant reading deficiencies”* across the school year.
* The assessment has established cut-scores that can be used to identify students who demonstrate “*grade level competency*” at the beginning of the year so local education providers can determine whether to administer the assessment for the remainder of the school year.
* The assessment has been psychometrically reviewed by the vendor or outside evaluator.

## Consider Recommendations from the Colorado Dyslexia Working Group

During the 2019 legislative session, the Colorado General Assembly called for the creation of a Dyslexia Working Group (DWG) through the passage of H.B. 19-1134. See section 22-20.5-103, C.R.S. Under the statute, the Commissioner of Education was required to convene a working group to improve the educational outcomes for student with dyslexia.

Of the seven tasks outlined in statute, the DWG included the following tasks in the Year 2 report: <http://www.cde.state.co.us/coloradoliteracy/dyslexiaworkinggroup2021report>

*Identify and recommend appropriate dyslexia screening tools and processes as well as comprehensive assessments that address the recognized challenges of dyslexia, including phonological processing, phonemic awareness, and decoding and encoding skill.*

Assessments seeking inclusion on the Colorado READ Act Advisory List must include in the application information that addresses the above recommendations.

## Assessment Evaluation Criteria

Assessments will be evaluated on the following criteria:

* Alignment to Colorado State Statute and Rule including addressing each of the minimum skill competencies for each grade level and language considerations as defined by READ Act Rule
* Comprehensive and accumulated evidence of validity, aligned to *The Standards of Psychological and Educational Assessment*, including:
  + A description of the theory and the evidence that the content of the test can be used to make decisions about *significant reading deficiency*,
  + Evidence that the response process within the test appropriately measures the content of the test,
  + Psychometric evidence supporting the internal structure of the test,
  + Existing evidence of the relationship of the test to other variables, and
  + Evidence of the test can be appropriately and fairly used to make decisions about *significant reading deficiency* for all students, including ML students and students with disabilities.
  + Evidence that supports the standards (cut scores) when make decisions, using the test; and
  + Evidence that the assessment is free of bias.
* Comprehensive and accumulated evidence of **the test score precision, reliability, and comparability, including**
  + Evidence of consistency in scoring
  + Evidence of representative samples in reliability studies,
  + Alternate forms available for multiple assessments, or computerized-adaptive technology, with demonstrated equivalence or comparability
* Evidence that the test is feasible to use as it was designed to be used in schools across the state of Colorado, including
* Evidence for standardization of administration procedures and materials
* Evidence for efficiency in administration
* Evidence for efficiency in scoring and accessible score reports
* Accommodations are clearly stated for students with disabilities and for Second Language Learners
* All test materials are available in the language of the test.
* Adequate professional development and technical support to use the test as it was designed to be used.
* *Additional Criteria if available (See Dyslexia Indicators Worksheet).*

*Assessment addresses the recognized challenges of dyslexia including phonological processing, phonemic awareness, and decoding and encoding skills*

## Eligibility Requirements for Spanish Assessment

A vendor may submit a Spanish assessment if there is a parallel English assessment being submitted. Any Spanish assessment that is a simple, direct translation of an English assessment will not be considered. Spanish assessments will be evaluated for the same reliability, validity and consistency as the English assessments and additionally will be evaluated for the following:

* Development of the assessment by highly qualified personnel
* Representative sample size
* Comparable resulting scores
* A method of accounting for dialectical differences among Spanish speakers
* Culturally appropriate
* Free from damaging stereotypes

# Review Process

HB 13-1893, section 22-7-1005 allows for the use of a third-party evaluator in assessment review and the State Board Rules for administration of The Colorado Read Act in section 12 outlines a process for selecting a third-party evaluator. The department will be engaging with the University of Massachusetts Amherst to create and support the following:

* Creation of an assessment review rubric for technical review of assessments
  + *A stakeholder feedback process of the draft review rubric was conducted May 17th through May 22nd, 2022. The University of Massachusetts Amherst evaluated the feedback and incorporated changes when necessary.*
* Review the assessments for reliability, validity, and Spanish considerations.
* Application
* Assessment vendors must submit a complete application by the **July 6, 2022** deadline. Applications received after this deadline will not receive a review.
* Prior to receiving a technical review from the University of Massachusetts Amherst, applications will be reviewed by the CDE internal team to determine if the application meets baseline criteria for submission for technical review.
* Vendors with complete applications that meet all state criteria, will be submitted to University of Massachusetts Amherst for a technical review.
* The assessments that are deemed satisfactory will then be reviewed by the Colorado Department of Education and recommendations of assessments will be submitted to the Colorado State Board of Education for final approval in Fall of 2022.
* Applicants will be notified of final status pending State Board of Education vote.

Applicants with successful written proposals, that have met all criteria, may be asked, and must agree, to participate in a virtual interview if necessary. The interview will be used to ask follow-up questions and provide any necessary clarification. The interview may include a panel of Colorado stakeholders.

Applicants that do not meet the qualifications will be notified and may appeal the decision and/or reapply in future years. The next application cycle is anticipated to occur in approximately July of 2026.

# Appeal Process

The appeals process will be governed by the state board promulgated rules which read, “On appeal, the department and the state board must, at a minimum, consider any findings that an appellant may submit from a nationally recognized, evidence-based information clearinghouse that demonstrate that a program has achieved positive results for a substantially similar population of students who are identified as having significant reading deficiencies.” *CCR 301-92, 11.01* See below for more information on the Appeal Process.

An appeal process has been established in rule pursuant to C.R.S. 22-7-1209(1)(d). If a publisher’s instructional 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 written appeal will be limited to an explanation of why the submission met the evaluation criteria that was identified and posted by the department.

No later than 30 days after receiving the written appeal, the department shall either add the instructional program to the approved list or respond to the publisher with a written explanation of why the program will not be included (*CCR 301-92, 11.02*).

# SECTION B: Timeline

|  |  |
| --- | --- |
| **Letter of Intent to Apply**  **Application and Rubric Development** | |
| May 5, 2022 | Notification of *Letter of Intent to Apply* |
| May 20, 2022 | *Letter of Intent to Apply* due to CDE by 4:00 PM MT |
| May 21- May 31, 2022 | CDE review of *Letter of Intent to Apply* |
| May 17 – May 22, 2022 | Stakeholder review of application and rubric |
| May 23 – May 31, 2022 | Application and rubric revision process |
| **Assessment Review**  *Some dates may change if needed and due to unforeseen circumstances. Vendors will be notified of any changes to dates.* | |
| June 6, 2022 | Notification of *Assessment Solicitation Application*  Technical Assistance Webinar TBD. Please check CDE website. Vendors who received the application will be notified through email of the webinar recording. |
| July 6, 2022 | All Assessment Review submissions due to CDE by 4:00 PM MT |
| July 6 – July 8, 2022 | CDE review of application materials |
| July 8 – August 14, 2022 | Technical review of assessments by University of Massachusetts Amherst |
| August 31, 2022 | Vendor notification of preliminary decision. |
| August 31 – October 15, 2022 | State Board of Education Decision Process |
| **Appeal Timeline** | |
| August 31 – September 15, 2022 | Vendor appeal window. |
| September 15, 2022 | Anticipated deadline for appeal response from the CDE. |
| Posting assessments will occur after State Board of Education Approval in October 2022. | |

*Please note: The timeline for review and approval of assessments may be extended or changed if unforeseen circumstances arise during the review period.*

*The timeline for review of Spanish assessment materials may be extended if needed.*

# SECTION C: Assessment Overview Information

**Note:** Applications will be submitted online via Smartsheet form.

Submission of application materials either in hard copy or via email will not be accepted.

**All requested information must be included to be considered for review for inclusion on the Advisory List. Information requested in this form is based on stakeholder feedback, a third-party evaluation of CDE Assessment and use completed by West Ed, and guidance provided by a technical advisory committee. Vendors interested in learning more about this process can reach out to** [**READAct@cde.state.co.us**](mailto:READAct@cde.state.co.us) **for more information.**

|  |  |
| --- | --- |
| **Vendor Information** | |
| **Name of Publisher** | |
| **Product Title and Edition:** | **Publication Year:** |
| **Contact Person(s) for notification of review outcome. Please include all contacts working within the state of Colorado:** | **Email(s):** |
| **Telephone:** | **Mailing Address:** |
| **Publisher Webpage:** | **Product Webpage:**    The webpage that is specifically related to the assessment materials for review. |
| **Assessment Type and Content Areas for Review** | |
| **Please describe the assessment being submitted for review and inclusion on the Advisory List. Assessments can meet one, several or all criteria in one application.** | |
| **Assessment Type:**  *Select all that apply.*  Interim – English  Interim – Spanish  Interim – Other  Diagnostic – English  Diagnostic – Spanish  Diagnostic - Other  Summative – English  Summative – Spanish  Summative – Other | **Target Audience:**  *Select all that apply.*  Kindergarten  First Grade  Second Grade  Third Grade  English Language Learners |
| **Component Areas Assessed:**  *Select all that apply.*  Phonological Awareness  Phonics  Vocabulary  Comprehension  Fluency | **Assessment Administration Format:**  *Select all that apply.*  Computer administered  Paper and pencil format |
| **Stated Purpose of Assessment** | |
| Each of the reviewed assessments is a measure of early literacy and/or reading skills. In the context of the READ Act, assessments are used to identify students with significant reading deficiencies. At the broadest level, it may be that students who perform poorly on any of the assessments are “at risk” in terms of reading.   * Provide a brief outline of the stated purpose of the assessment. Include in the narrative how Colorado might use the assessment scores to determine a Significant Reading Deficiency. * If the assessment can be used as a screener for dyslexia, provide a description of how the assessment screens for dyslexia. (Note: Vendors that provide this information will also complete the Dyslexia Indicators Worksheet found in Appendix D.)   *Submit this documentation as a separate file labeled* ***Stated Purpose of Assessment*** *in the Syncplicity folder.* | |
| **Mapping Assessed Content to READ Act Literacy Areas** While this review is designed to specifically ensure reading content is aligned to the science of reading, overall alignment to Colorado Academic Standards and the assessments measuring the standards (CMAS) is essential to demonstrate and will be valuable information for consumer selection.  Provide the following information:   * A crosswalk of the assessment alignment to the Colorado Academic Standards for Reading, Writing, and Communicating (CAS) as well as the Colorado Measures of Academic Success (CMAS). 2020 Colorado Reading, Writing, and Communicating Standards - <https://www.cde.state.co.us/coreadingwriting/statestandards> * The Required Worksheet: Minimum Reading Competency Skill Levels Worksheet * A table, chart, or graphic that shows the component areas measured at each grade level and time of year.   Content maps will support understanding of how the assessment meets the above purpose. Samples of a content map below were taken from the West Ed Evaluation report\*. Vendors must provide a content map demonstrating how the assessment identifies standards from the READ Act. Examples below:      \*Note: This is a sample chart. When mapping and using the word fluency, please indicate reading fluency, including oral skills (such as Oral Reading Fluency).  *Submit this documentation as a separate file labeled* ***Mapping Content*** *in the Syncplicity folder.* | |
| **Assessment Administration** Provide a description of the mode in which each assessment is administered, the ways in which students respond to items, information about content specifications (when important to the selection of administered items), and whether the assessment is timed or untimed. Please include information on whether a paper pencil version is available.  Include the following information:   * Mode in which each subtest is administered (computer administered, paper and pencil). * Ways in which students respond to items (e.g., verbal, written). * Test administrators.   + Who administers the assessment?   + Are there specific qualifications to administer the assessment? * The length of time needed to administer the full assessment and each subtest.   + Is the assessment timed or untimed?   + Timing of responses to items. Are responses timed or untimed? * The training to administer the assessment and professional development on interpreting the results.   *Submit this documentation as a separate file labeled* ***Assessment Administration*** *in the Syncplicity folder.* | |
| **SRD Cut Score Determination and Interpretation** The READ Act requires schools to assess students at the beginning of the year in kindergarten through grade 3 to identify SRDs. Please provide technical documentation describing standard setting procedures explicitly referring to performance at or below the cut score as indicative of a significant reading deficiency.  *Submit this documentation as a separate file labeled* ***SRD Cut Score*** *in the Syncplicity folder.* | |
| Agreement of Completion | |
| **To be considered for review the following must be completed:**  **Check each box and sign below to indicate each required section noted below has been included and is complete.**  Section C: Assessment Overview  Vendor Information  Stated Purpose of Assessment  Mapping assessed content to READ Act Literacy Areas  Assessment Administration  SRD Cut Score Determination and Interpretation  Assessment Type and Content Areas for Review  Section D: Worksheets  Signature - Confirming all parts above are included  **Printed Name of Representative:**  Click or tap here to enter text.  Click here to enter a date.  **Signature (required):**  Click or tap here to enter text. | |

# SECTION D: Worksheets

## Required Worksheet: Vendor Assessment Worksheet

Vendors will use the Required Worksheet: Vendor Assessment Worksheet, located in Appendix D, to demonstrate evidence in each section. If the Required Worksheet: Vendor Assessment Worksheet is not completed as requested, the assessment will not be reviewed. (See Appendix D)

## Required Worksheet: Minimum Reading Competency Skill Levels Worksheet

Vendors will use the Required Worksheet: Minimum Reading Competency Skill Levels Worksheet, located in Appendix D, to demonstrate evidence in each section. If the Required Worksheet: Minimum Reading Competency Skill Levels Worksheet is not completed as requested, the assessment will not be reviewed. (See Appendix D)

## Optional Worksheet: Dyslexia Indicators Worksheet

Vendors that provide a description of how the assessment screens for dyslexia in the Stated Purpose of Assessment portion of the application (above) will use the Optional Worksheet: Dyslexia Indicators Worksheet, located in Appendix D, to demonstrate evidence as applicable in each section.

# SECTION E: Required Format & Submission Details

Please pay careful attention to this section. Applications that do not meet the submission requirements may not be accepted and may cause delay in the review process. Please initial to confirm that applicant has read and understands all of requirements of the submission process. 

All applications need to include the following:

* Electronic: One electronic submission meeting the specifications outlined below
* Program Materials: Electronic or digital access to program materials submitted as scanned PDF documents or online account access according to the specifications outlined below.

**All *Part II - Assessment Review electronic* submissions must be received by**

**Wednesday, July 6, 2022, at 4:00pm MT.**

***Only electronic versions of the completed application will be accepted. The electronic submission must be submitted through Smartsheet in a PDF form. Any assessment materials submitted must be either available online or submitted as a scanned PDF. Hard copies of materials cannot be accepted and will not under any circumstances be reviewed.***

## Electronic Submissions

Please initial that electronic application submissions will be submitted in the format below.

|  |
| --- |
| **Application Electronic Requirements for *Part II - Assessment Review* Components**  All *Part II - Assessment Review* application components for Sections C through E must be submitted electronically in PDF format for review.  Each section of the completed application must be clearly labeled.  *The Part II – Assessment Review submission must be submitted in PDF format. Format the filename as follows:*   * ***publisher name\_assessment name\_2022\_submission*** * *Please indicate if the assessment is in a language other than English in the file title by adding the language at the end of the file name.*   **All *Part II – Assessment Review* application submissions must be submitted**  **by 4:00pm MT on Wednesday, July 6, 2022.**  **Submit the *Part II – Assessment Review* application through the Smartsheet form**  [**https://app.smartsheet.com/b/form/4045a6c986014449a9da6d02b927d10e**](https://app.smartsheet.com/b/form/4045a6c986014449a9da6d02b927d10e)  \*Guidance for file submissions will be provided during the Technical Assistance webinar. *If the file submission is too large to submit through Smartsheet, contact Marisa Calzadillas (*[*Calzadillas\_M@cde.state.co.us*](mailto:Calzadillas_M@cde.state.co.us)*) with* ***plenty of time*** *before the submission deadline.* ***Please note dropbox, wetransfers etc. will not be accepted if emailed to Marisa without reaching out prior.***  Submissions will only be considered complete when the following have been received:   * *Part II - Assessment Review* application documents in PDF format * Program materials in scanned PDF format or online access (see below for program material submission requirements) |

## Materials Submissions

Please initial that program materials will be submitted in the format below:

|  |
| --- |
| **Materials Submission Requirements for *Part II - Assessment Review*:**   * Assessment materials must be submitted electronically in scanned PDF format through Syncplicity or through an online/digital platform. * **Upload all submission materials, listed below, into the unique Syncplicity folder link you received from Syncplicity.** (The email will state a file has been shared by Marisa Calzadillas.)   + **Application folder**     - **Application**     - **Stated Purpose of Assessment**     - **Mapping Content document**     - **Assessment Administration**     - **SRD Cut Score document**   + **Assessment Materials folder**     - **All assessment materials for review** * *If you are unable to find this link, contact Marisa Calzadillas (*[*Calzadillas\_M@cde.state.co.us*](mailto:Calzadillas_M@cde.state.co.us)*) by July 1, 2022, at 4:00 PM MT to ensure the submission will meet the application deadline*.   + **All application components.**   + **All materials must be clearly labeled with the assessment name and title of the material.**   + If the assessment materials include online/digital components to be reviewed include a document with a copy of links, passwords, user IDs, etc. for 5 users as needed to access the materials.     - *Note: User (reviewer) access needs to be set up to ensure the user remains anonymous during the review and to allow ease of navigation throughout the assessment materials.*     - **Screenshots of specific items that demonstrate criteria can be included in the application submission.** |

# Appendix A: Comparison of Reading Approaches

This chart was adapted from a guide which Dr. Moats, a recognized reading expert, created to help educators and parents gain awareness of programs that are aligned to the science of reading and those that are not. This chart has been included to offer additional guidance on what is and what is not considered Scientifically Based Reading Research. Additional resources to support the understanding of Scientifically Based Reading Research and evidence-based practices are linked in the final row of the chart.

**Comparison of Reading Approaches**

|  |  |  |
| --- | --- | --- |
| **Components of Instruction** | **Scientifically Based Practices by Component of Instruction** | **Not Scientifically Based Practices by Component of Instruction** |
| **Phonological and Phoneme Awareness**  ***CCR 301-92, 2.22***  ***CCR 301-92, 2.21***  ***CCR 301-92, 5.01(A)***  ***CCR 301-92, 5.01(B)***  ***CCR 301-92, 5.02(A)***  ***CCR 301-92, 5.03(A)***  ***CCR 301-92, 5.04(A)*** | Explicit teaching of the speech sounds, distinct from the letters that represent them; attention called to sound and word pronunciation; emphasis on blending and separating sounds in spoken words.  [***CO READ Act K-3 Minimum Competencies***](https://www.cde.state.co.us/coloradoliteracy/minimumcompetencylinkedmatrix) | Minimal or incidental instruction about speech sounds, their features or contrasts; insufficient instruction in separating and blending the sounds in a whole word; confusion of PA with phonics. Instructs teachers to avoid breaking words into their parts. |
| **Phonics and Word Study**  ***CCR 301-92, 2.23***  ***CCR 301-92, 5.01(D)***  ***CCR 301-92, 5.01(E)***  ***CCR 301-92, 5.02(C)***  ***CCR 301-92, 5.03(B)***  ***CCR 301-92, 5.04(B)*** | Explicit, systematic, cumulative teaching of phoneme-grapheme (sound-symbol) correspondences, syllable types, and meaningful word parts (prefixes, suffixes, roots and base words.) Word reading skills are then applied in text reading. “Sound it out” comes before “does it make sense?”  [***CO READ Act K-3 Minimum Competencies***](https://www.cde.state.co.us/coloradoliteracy/minimumcompetencylinkedmatrix) | Children directed to pay attention to the sense of a sentence before guessing at a word from context and the first letter; “sounding out” the whole word is deemphasized. No systematic presentation of sound-symbol correspondences. Teacher-made “mini-lessons” to address student errors. Avoids phonic readers (also known as decodable readers); uses leveled books without phonically controlled vocabulary. |
| **Fluency**  ***CCR 301-92, 5.01(D)***  ***CCR 301-92, 5.02(D)***  ***CCR 301-92, 5.03(C)***  ***CCR 301-92, 5.04(C)*** | Explicit, measurable goals by grade level for oral passage reading fluency and related subskills; criteria established by research. Rereading, partner reading, reading with a model are validated techniques.  [***CO READ Act K-3 Minimum Competencies***](https://www.cde.state.co.us/coloradoliteracy/minimumcompetencylinkedmatrix) | Reading practice in “leveled” books; focus on “miscue analysis” rather than words read correctly. No emphasis on fluency in building subskills. Avoids measurement of words correct per minute. Believes students learn to read by reading, not by instruction on specific skills. |
| **Vocabulary**  ***CCR 301-92, 5.01(F)***  ***CCR 301-92, 5.01(G)***  ***CCR 301-92, 5.02(E)***  ***CCR 301-92, 5.02(F)***  ***CCR 301-92, 5.03(D)***  ***CCR 301-92, 5.03(E)***  ***CCR 301-92, 5.04(D)*** | Teachers preteach words important to the meaning of a text, explain during reading, and practice after reading. Teachers give structured practice using new words verbally and in writing. Teacher-student dialogue “scripted” in the teacher’s manual.  [***CO READ Act K-3 Minimum Competencies***](https://www.cde.state.co.us/coloradoliteracy/minimumcompetencylinkedmatrix) | When engaging in text, the discussion by the teacher is nondirective. Although words important to the meaning of a text may be pretaught, explained during reading, and practiced after reading. No additional explicit instruction or practice is provided to understand word structure and meaning. |
| **Comprehension Skills and Strategies**  ***CCR 301-92, 5.01(H) CCR 301-92, 5.02(A)***  ***CCR 301-92, 5.03(F)***  ***CCR 301-92, 5.04(E)*** | Providing instruction that supports students with understanding ideas expressed in text—supporting their ability to negotiate the linguistic and conceptual barriers such as:   * Directly teaching the structure of both narrative and expository text. * Strategies are overtly modeled and practiced in a planned progression. * Subskills such as choices of diction, grammatical structure, cohesive linkage, organization, and other ways that the author chooses to present ideas.   Teachers’ edition provides guidance.  [***CO READ Act K-3 Minimum Competencies***](https://www.cde.state.co.us/coloradoliteracy/minimumcompetencylinkedmatrix) | Teachers instructed to use leveled book reading, big books, and independent trade book reading; teacher modeling (thinking aloud) is the primary instructional strategy. Also known as Reader’s Workshop approach. Student book choice emphasized. |
| **Writing** | Grammar, handwriting, spelling, punctuation taught systematically, along with many structured opportunities to practice composition. Builds sentence writing skills, paragraph formation, and knowledge of narrative and expository text structures. | Writer’s workshop approach. Emphasizes stages of the writing process and self-expression, rather than mastery of component skills through planned, cumulative practice. Correction given in individual conferences. “Journaling” is a favored activity, because students choose the topic they write about. |
| **Additional Resources for Understanding Scientifically Based Reading Research and Evidence-based Practices:**   * [Ending the Reading Wars: Reading Acquisition From Novice to Expert.](https://doi.org/10.1177/1529100618772271) * [Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](https://ies.ed.gov/ncee/wwc/practiceguide/21) * [The National Reading Panel](https://www.thereadingleague.org/wp-content/uploads/2018/09/NRP-Report.pdf) * [The Science of Reading and Its Educational Implications](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4020782/pdf/nihms503624.pdf) * [Brief overview provided by Dr. Stanislas Dehaene on how the brain transforms the shapes of letters and characters on a page into the sounds of spoken language.](https://youtu.be/wlYZBi_07vk) * Attributes of Effective Universal Instruction, *CCR 301-92 6.00* (See Appendix D) * Attributes of Effective Targeted and Intensive Instructional Intervention, *CCR 301-92 7.00* (See Appendix E) | | |

Adapted from [*Moats, 2007*](https://eric.ed.gov/?id=ED498005) *and Shanahan, 2019*

# Appendix B: Terminology: Acronyms, Abbreviations, and Other Terminology

Acronyms and abbreviations are defined at their first occurrence in this request for review. The following list is provided to assist the reader in understanding acronyms, abbreviations and terminology used throughout this document.

**Department:** The Colorado Department of Education, a department of the government of the State of Colorado. *C.R.S 22-7-1203 & CCR 301-92, 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. *CCR 301-92, 2.10*

**Dyslexia (from International Dyslexia Association:** Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

**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. *C.R.S 22-7-1203 & CCR 301-92, 2.10*

**Interim Assessment:** A universal screening assessment administered to all students to identify those who may experience lower than expected reading outcomes who may be at risk for reading challenges. *CCR 301-92, 2.17*

**Progress Monitoring:** An assessment used to determine whether students are making adequate progress and to determine whether instruction needs to be adjusted. *CCR 301-92, 2.27*

**Reading Skills:** Each of the recommended reading assessments is valid and reliable and proven to effectively and accurately measure students' reading skills in the areas of phonemic awareness; phonics; vocabulary development; reading fluency, including oral skills; and reading comprehension. *C.R.S. 22-7-1209 (2)(II)(b)*

* **Oral Language**: The ability to produce and comprehend spoken language, including vocabulary and grammar. *CCR 301-92, 2.22*
* **Phonological Awareness:** Awareness of the sound structure of spoken words at three levels. *CCR 301-92, 2.24*
* **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. *CCR 301-92, 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. *CCR 301-92, 2.25*
* **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 for comprehending text. *CCR 301-92, 2.37*
* **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. *CCR 301-92, 2.04*
* **Fluency:** The capacity to read words in connected text with sufficient accuracy, rate, and prosody to comprehend what is read. *CCR 301-92, 2.12*

**Scientifically Based:** The instruction or item described is based on research that applies rigorous, systematic, and objective procedures to obtain valid knowledge that is relevant to reading development, reading instruction, and reading difficulties. *C.R.S 22-7-1203 & CCR 301-92, 2.29*

**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 competency 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. *CCR 301-92, 2.30*

**Significant Reading Deficiency:** means that a student does not meet the minimum skill levels for reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading comprehension established by the State Board pursuant to section 22-7-1209, C.R.S., for the student’s grade level. *C.R.S 22-7-1203 & CCR 301-92, 2.31*

**Summative Assessment:** An end of year comprehensive measurement of student mastery in order to inform taxpayers and state policy makers, support identification of successful programs, and serve a variety of state and federal accountability needs. *CCR 301-92, 2.34*

# Appendix C: READ Act Statue and Rule

*For more information regarding the READ Act Statute and Rules please refer to* [*http://www.cde.state.co.us/coloradoliteracy/readactstatuteandstateboardrules*](http://www.cde.state.co.us/coloradoliteracy/readactstatuteandstateboardrules)*.*

## READ Act Statute: 22-7-1209

**22-7-1209. State board - rules - department - duties.**

(1) The state board shall promulgate rules in accordance with the "State Administrative Procedure Act", article 4 of title 24, as necessary to implement the provisions of this part 12, which rules must include, but need not be limited to:

(a) The minimum reading competency skill levels in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading comprehension for kindergarten and first, second, and third grades. The state board shall base the minimum skill levels for second and third grades primarily on scores attained on the assessments approved by the state board pursuant to subsection (1)(b) of this section. The state board shall describe the minimum skill levels for students as they complete kindergarten and first grade using matrices of appropriate indicators, which indicators may include measures of students' social and emotional development, physical development, language and comprehension development, and cognition and general knowledge. The state board shall adopt the rules described in this subsection (1)(a) by March 31, 2013. The state board shall review the minimum reading competency skill levels on or before July 1, 2019, and every four years thereafter and update them as necessary.

(b) The list of approved evidence-based or scientifically based reading assessments, based on the recommendations of the department, that local education providers may use to meet the requirements specified in section 22-7-1205. The state board shall adopt the list of approved reading assessments by March 31, 2013. The state board shall review the list of approved reading assessments, on or before July 1, 2019, and every four years thereafter and update the list as necessary.

(c) Rules for approving one or more independent third-party evaluators to review reading assessments for inclusion on the approved list of assessments and to review instructional programming and professional development programs for inclusion on the advisory lists created by the department pursuant to subsections (2) and (3) of this section;

(d) Rules to provide notice and an appeals process, which may be a process for written appeals, for publishers and local education providers who submit materials for inclusion on the list of approved assessments and the advisory lists of instructional programming, and professional development programs. On appeal, the department and the state board must, at a minimum, consider any findings that an appellant may submit from a nationally recognized, evidence-based information clearinghouse that demonstrate that a program has achieved positive results for a substantially similar population of students who are identified as having significant reading deficiencies.

(d.5) The time frames and procedures for submitting information concerning the use of per-pupil intervention money;

(e) The time frames and procedures for reporting information concerning students' reading skills as described in section 22-7-1213; and

(f) Rules for implementing the early literacy grant program pursuant to section 22-7-1211.

(2) (a) (I) Using the procedure developed pursuant to subsection (3) of this section, the department shall review and recommend to the state board reading assessments, including interim, summative, and diagnostic assessments, for kindergarten and first, second, and third grades that, at a minimum, meet the criteria specified in subsection (2)(a)(II) of this section. Following action by the state board to approve reading assessments pursuant to subsection (1)(b) of this section, the department shall create a list of the approved reading assessments for kindergarten and first, second, and third grades for use by local education providers. The department shall update the list of approved reading assessments on or before July 1, 2019, and every four years thereafter as necessary. The department shall work with the approved assessment publishers to better align, to the extent practicable, the minimum reading competency levels for third grade, which are based on the scores attained on the approved assessments, with the preschool through elementary and secondary education standards for third-grade reading adopted pursuant to section 22-7-1005.

(2) (a) (II) The department shall ensure that:

(A) Each of the recommended reading assessments is evidence-based or scientifically based and is aligned with the preschool through elementary and secondary education standards for reading adopted by the state board pursuant to section 22-7-1005;

(B) Each of the recommended reading assessments is valid and reliable and proven to effectively and accurately measure students' reading skills in the areas of phonemic awareness; phonics; vocabulary development; reading fluency, including oral skills; and reading comprehension;

(C) Each of the recommended reading diagnostics is proven to accurately identify students' specific reading skill deficiencies;

(D) At least one of the recommended reading assessments for kindergarten and first, second, and third grades is normed for the performance of students who speak Spanish as their native language, which assessment is available in both English and Spanish; and

(E) The list of recommended reading assessments and reading diagnostics includes at least one assessment and one diagnostic that a student can complete using pencil and paper rather than using a computer.

(2) (d) The department shall make the approved list of assessments and the advisory lists of instructional programming and professional development programs, and subsequent updated lists, available on the department website. The department is not required to provide copies of any reading assessments, instructional programming, or professional development programs that are included on the lists. If the department does provide copies of any materials that it acquires by purchase of a license for use by local education providers, the materials may be used only in accordance with the license.

(2)(e) Each local education provider shall select from the list of approved reading assessments those reading assessments that it will administer to students in kindergarten and first, second, and third grades. Each local education provider is encouraged to use the instructional programming in reading and professional development programs included on the advisory lists. The department and each local education provider, in using the assessments, instructional programming in reading, and professional development programs that are included on the lists shall comply with the federal copyright laws, 17 U.S.C. sec. 101 et seq.

(3) The department shall develop and implement a procedure for identifying the reading assessments it recommends to the state board for the approved list of reading assessments described in subsection (2)(a) of this section and for creating the advisory lists of instructional programming and professional development programs described in subsections (2)(b) and (2)(c) of this section. At a minimum, the procedure must include:

(a) Soliciting through public notice, accepting, and promptly reviewing assessments, instructional programming, and professional development programs from each local education provider and from publishers;

(b) Evaluating the assessments, instructional programming, and professional development programs that the department identifies or receives, which evaluation is based on the criteria specified in subsection (2) of this section and any additional criteria the state board may adopt by rule. The department may contract with an independent, third-party evaluator approved by the state board to evaluate the materials. The department shall recommend to the state board the reading assessments that meet the requirements specified in paragraph (a) of subsection (2) of this section.

(c) Reviewing the list of approved assessments at least every four years and the advisory lists at least every two years to update the lists and add additional items, when appropriate. In reviewing and updating the list of approved assessments and the advisory lists, the department shall, at a minimum, comply with the procedures described in subsections (3)(a) and (3)(b) of this section.

(d) Publishing on the department's website the initial and updated approved list of reading assessments and advisory lists of instructional programming and professional development programs.

(3.5) In designing and periodically updating the procedure and the rubric of criteria for reviewing assessments and materials and creating the advisory lists, the department shall consult with local education providers, including those with high enrollments of students who are English language learners as defined in section 22-24-103, and with third-party experts as necessary. The department shall ensure that the procedure for reviewing the assessments and materials and creating the advisory lists is inclusive and transparent.

## READ Act Rules: 1 CCR 301-92

**2.00 Definitions.**

**2.10 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.

**2.17 Interim Assessment:** A universal screening assessment administered to all students to identify those who may experience lower than expected reading outcomes who may be at risk for reading challenges.

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

**2.30 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 competency 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.

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

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

8.01 At least one month prior to recommending any new interim, diagnostic, and summative assessments be added to the approved assessment list, the department must 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 the department will use in reviewing assessments.

8.02 In reviewing the interim, diagnostic, and summative assessments, the department will ensure that each recommended assessment: is evidence-based or scientifically-based and aligned with the preschool through elementary and secondary education Colorado Academic Standards for reading; is valid and reliable; is proven to effectively and accurately measure students’ reading skills in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading comprehension; and is proven to accurately identify deficiencies. 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.

8.03 In reviewing assessments, the department will ensure that the list of interim and diagnostic assessments includes at least one assessment that can be administered using pencil and paper as outlined in section 22-7-1209 (2) (a), C.R.S.

8.04 After reviewing all submissions, the department must notify publishers of recommended lists of interim, diagnostic, and summative assessments to be presented to the state board.

8.05 The department must review lists of approved interim, diagnostic, and summative assessments at least every four years and recommend updates to the state board as appropriate.

8.06 In reviewing, updating, and making recommendations for new reading assessments, the department must consult with LEPs, including those with high enrollments of students who are English Language Learners as defined in section 22-24-103, C.R.S., and with third-party experts to provide a technical review as necessary. The department shall ensure that the procedure outlined in section 8.00 of these rules is inclusive and transparent.

**9.00 Approved Interim Reading Assessments.**

9.02 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 competency in reading English.

**11.00 Appeals Process for LEPs and Publishers of Assessments, Instructional Programs and Supporting Technologies, or Rigorous Professional Development Programs.**

11.01 If an LEP or publisher submitted an assessment, instructional programming and supporting technologies, or rigorous professional development program that is not included on the approved list, the publisher or LEP may submit a written appeal to the department no later than 14 days after receiving notification. As part of the appeal, the department and the state board will consider findings that the appellant may submit from a nationally recognized, evidence-based information clearinghouse that demonstrate that a program has achieved positive results for a substantially similar population of students who are identified as having significant reading deficiencies.

11.02 Within 30 days of receiving the written appeal, the department shall either recommend that the state board add the assessment, instructional programming and supporting technologies, and/or rigorous professional development program to the approved lists or provide the publisher or the LEP a written explanation of why it will not recommend that the assessment, instructional programming, or professional development program be added to the approved list.

**12.00 Third-Party Evaluators to Review Reading Assessments**

12.01 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, vocabulary development, reading fluency including oral skills, and reading 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.

# Appendix D: Application Worksheets

# Required Worksheet: Vendor Assessment Worksheet

Instructions: The Vendor Assessment Completion Worksheet must be completed for the assessments submitted for review. In each section, provide notes in the space titled Evidence as to where in the submitted materials the reviewer is able to find content that addresses that particular section. Please make sure the notes provided are explicit and succinct.

* If applicable, please include screen shots of examples if the content is in an online platform.
* Evidence provided below must be specific and direct reviewers to the specific location of examples present in the assessment.

A comments section is provided at the bottom of each section on the vendor worksheet. This provides a space for additional comments to be made. The information in this worksheet will ensure that reviewers do not overlook critical content.

|  |  |
| --- | --- |
| **Colorado State Board of Education Approved List of Reading Assessments** | |
| This worksheet must be completed for all assessments submitted for review. | |
| **Part I: Validity Evidence** | |
| **I.1. Validity Evidence Based on Test Content** | |
| **Criterion:** | **Evidence:** |
| **I.1. A. The test content is appropriate and adequate for diagnosing significant reading deficiencies**  Evidence adequately describes how the assessment helps correctly identify students with *“significant reading deficiencies”* so that successful remediation and intervention can be provided. |  |
| **I.1. B. The test content measures Important indicators of reading**  The test measures foundationally relevant reading skills that are important to estimate early reading across each grade level from Fall of Kindergarten through Spring of Third Grade that are supported by convergent evidence from empirical reading research. |  |
| **I. 1.C. There is empirical evidence for the reading levels for the passages within the test.**  Reading levels are reported for passages in the assessment and established by empirical evidence. |  |
| **I.7.A. Culturally Representative Content**  Evidence demonstrates that the assessment has be evaluated for culturally representative or neutral content, and fairness and bias issues have been addressed. |  |
| **Comments:** | |
| **I.2. Validity Evidence Based on Response Processes** | |
| **Criterion:** | **Evidence:** |
| **I.2.A. A clear description and rational for the response processes of each test.**  The ways students answer the test questions or responds to the test prompts, elicits a behavior that is meaningful to the construct of the test. |  |
| **I.2. B. Evidence the test items elicit the intended cognitive processes.**  The response processes of the test are empirically supported. |  |
| **Comments:** | |
| **I.3. Validity Evidence Based on Internal Structure** | |
| **Criterion:** | **Evidence:** |
| **I.3.A. Evidence the hypothesized dimensionality of the construct matches the dimensionality of the assessment data.**  The dimensionality of the test is well-defined and tested. |  |
| **I.3.B. Analysis of Skills**  The test provides valuable information to identify whether a student has a deficit in important foundational reading skills. |  |
| **I.3.C. Evidence the dimensionality of the assessment is consistent across subgroups of students and different versions of the test.**  The test provides a consistent estimate of the reading construct across the dimensions of the test for all students, and the test dimensions remain stable across different versions of the test. |  |
| **Comments:** | |
| **I.4. Validity Evidence Based on Relations to Other Variables** | |
| **Criterion:** | **Evidence:** |
| **I.4.A. Evidence of Convergent and Divergent relationships between external criteria.**  There is evidence the test scores correlate with other measures of students’ reading proficiencies and do not correlate with variables irrelevant to reading proficiency. |  |
| **I.4.B Evidence of criterion/predictive validity accurately identifying students with *“significant reading deficiency”.***  Evidence demonstrates that the measure has been compared to an established criterion and/or predictive validity to a test or diagnostic decision that correctly identifies students with and without a *“significant reading deficiency.”* |  |
| **I.4.C Classification Accuracy**  Studies of classification accuracy analysis provide evidence that the measure appropriately identifies students as indicated in the description of purpose of the assessment. |  |
| **Comments:** | |
| **I.5. Validity Evidence Based on Testing Consequences** | |
| **Criterion:** | **Evidence:** |
| **I.5.A. Evidence that the use of test scores has the intended effects and use of the test is not associated with negative, unintended consequences.**  There is evidence that the use of this test for determining which students have significant reading deficiencies results in effective instructional planning and better reading outcomes for students who are identified. |  |
| **Comments:** |  |
| **I.6.** **Validity Evidence for Standard Setting** | |
| **Criterion:** | **Evidence:** |
| **I.6.A. Evidence for the standard (cut score) for identifying “significant reading deficiency”.**  There is empirical evidence the standard (cut score) for identifying “significant reading deficiency” was based on one or more sound research studies. |  |
| **Comments:** | |
| **Part II. Evidence of Measurement Precision and Score Comparability** | |
| **II.1. Evidence of Score Reliability and Measurement Precision** | |
| **Criterion:** | **Evidence:** |
| **II.1.A. Evidence the test scores are sufficiently reliable**  There is evidence that the test elicits a stable and reliable score. |  |
| **II. 1. B. Reliability/Precision evidence should be of sufficient quality**  There is comprehensive evidence of score reliability for all the ways the test will be interpreted. |  |
| **II.1.C Evidence of decision accuracy and consistency**  There is sufficient evidence that classification decisions about students reading skills are reliable.  There is evidence that if students are retested without any intervention between the two tests, students would be consistently classified with respect to “significant reading deficiency.” |  |
| **II.1.D Evidence of scale stability, equating, and score comparability**  There is evidence test scores from different test administrations are on the same scale. |  |
| **II. 1. E. Evidence of Inter-rater reliability**  For measures that are scored using raters, evidence that scoring is consistent across raters. |  |
| **Comments:** | |

# Required Worksheet: Minimum Reading Competency Skill Levels Worksheet

The Minimum Reading Competency Skills, identified in section 5.00 of the [Rules for the Administration of the Colorado Reading to Ensure Academic Development Act (READ Act)](https://www.cde.state.co.us/coloradoliteracy/1-ccr-301-92_clean-final), are skills from the [Colorado Academic Standards](https://www.cde.state.co.us/coreadingwriting/reading-writing-and-communicating-academic-standards). These Minimum Reading Competency Skills serve as a guide for the minimum reading skills necessary for kindergarten through third grade students to achieve by the end of the year to be on track for acquiring basic grade level reading skills.

Instructions: The Minimum Reading Competency Skill Levels Worksheet must be completed for the assessments submitted for review. In each section, indicate the time of year a criterion is assessed. Provide notes in the space titled Evidence as to where in the submitted materials the reviewer is able to find content that addresses that particular section. Please make sure the notes provided are explicit and succinct.

* If applicable, please include screen shots of examples if the content is in an online platform.
* Evidence provided below must be specific and direct reviewers to the specific location of examples present in the assessment.
* Evidence must include which subtests of the assessment measure identified dyslexia indicators.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **5.01 KINDERGARTEN** | **Time of Year Assessed** | | |  |
| **5.01(A) PHONOLOGICAL AWARENESS** | **Beginning of Year (BOY)** | **Middle of Year (MOY)** | **End of Year (EOY)** | **Evidence:** |
| 5.01(A)(1) Recognize and produce rhyming words.  RWC20-GR.K-S.2-GLE.3-EO.b.i |  |  |  |  |
| 5.01(A)(2) Identify and produce groups of words that begin with the same sound (alliteration).  RWC20-GR.K-S.2-GLE.3.EO.f.i. |  |  |  |  |
| 5.01(A)(3) Count, pronounce, blend, and segment syllables in spoken words.  RWC20-GR.K-S.2-GLE.3-EO.b.ii |  |  |  |  |
| **5.01(B) PHONEMIC AWARENESS** | **BOY** | **MOY** | **EOY** | **Evidence:** |
| 5.01(B)(1) Blend and segment the onset and rime of single syllable spoken words.  RWC20-GR.K-S.2-GLE.3-EO.b.iii |  |  |  |  |
| 5.01(B)(2) Identify phonemes for letters.  RWC20-GR.K-S.2-GLE.3-EO.b.vii |  |  |  |  |
| 5.01(B)(3) Identify the initial, medial, and final phonemes of spoken words.  RWC20-GR.K-S.2-GLE.3.EO.f.ii |  |  |  |  |
| 5.01(B)(4) Isolate and pronounce initial, medial vowel, and final sounds in spoken single syllable words.  RWC20-GR.K-S.2-GLE.3-EO.b.iv |  |  |  |  |
| 5.01(B)(5) Add or substitute individual sounds in simple, one-syllable words to make new words.  RWC20-GR.K-S.2-GLE.3-EO.b.v |  |  |  |  |
| **5.01(C) CONCEPT OF PRINT** | **BOY** | **MOY** | **EOY** | **Evidence:** |
| 5.01(C)(1) Demonstrate understanding of the organization and basic features of print.  RWC20-GR.K.-S.2-GLE.3-EO.a |  |  |  |  |
| 5.01(C)(2) Understand that words are separated by spaces in print, also known as concept of word.  RWC20-GR.K.-S.2-GLE.3-EO.a.iii |  |  |  |  |
| 5.01(C)(3) Identify the front cover, back cover, and title page of a book.\*  RWC20-GR.K.-S.2-GLE.2-EO.b.ii |  |  |  |  |
| 5.01(C)(4) Recognize that spoken words are represented in written language by specific sequences of letters.  RWC20-GR.K.-S.2-GLE.3-EO.a.ii |  |  |  |  |
| **5.01(D) ALPHABETIC PRINCIPLE** | **BOY** | **MOY** | **EOY** | **Evidence:** |
| 5.01(D)(1) Recognize and name all upper- and lowercase letters of the alphabet.  RWC20-GR.K.-S.2-GLE.3-EO.a.iv |  |  |  |  |
| **5.01(E) PHONICS** | **BOY** | **MOY** | **EOY** | **Evidence:** |
| 5.01(E)(1) Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.  RWC20-GR.K.-S.2-GLE-3-EO.c.i |  |  |  |  |
| 5.01(E)(2) Distinguish between similarly spelled words by identifying the sounds of the letters that differ.  RWC20-GR.K.-S.2-GLE.3-EO.c.iv |  |  |  |  |
| 5.01(E)(3) Associate the long and short sounds with the common spellings for the five major vowels.  RWC20-GR.K.-S.2-GLE.3-EO.c.ii |  |  |  |  |
| 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.  RWC20-GR.K-S.2-GLE.3-EO.b.vi |  |  |  |  |
| **5.01(F) VOCABULARY DEVELOPMENT** | **BOY** | **MOY** | **EOY** | **Evidence:** |
| 5.01(F)(1) Identify new meanings for familiar words and apply them accurately.  RWC20-GR.K.-S.2-GLE.3-EO.e.i |  |  |  |  |
| 5.01(F)(2) Use the most frequently occurring inflections and affixes.  RWC20-GR.K.-S.2-GLE.3-EO.e.ii |  |  |  |  |
| 5.01(F)(3) Use new vocabulary that is directly taught through reading, speaking, and listening.\*  RWC20-GR.K.-S.1-GLE.2-EO.h |  |  |  |  |
| 5.01(F)(4) Relate new vocabulary to prior knowledge.\*  RWC20-GR.K.-S.1-GLE.2-EO.i |  |  |  |  |
| **5.01(G) ORAL LANGUAGE** | **BOY** | **MOY** | **EOY** | **Evidence:** |
| 5.01(G)(1) Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  RWC20-GR.K.-S.1-GLE.1-EO.e |  |  |  |  |
| 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.  RWC20-GR.K.-S.1-GLE.1-EO.b |  |  |  |  |
| 5.01(G)(3) Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  RWC20-GR.K.-S.1-GLE.1-EO.c |  |  |  |  |
| 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.\*  RWC20-GR.K.-S.1-GLE.1-EO.a |  |  |  |  |
| 5.01(G)(5) Listen with comprehension to follow two-step directions.\*  RWC20-GR.K-S.1-GLE.1-EO.d |  |  |  |  |
| **5.01 (H) LISTENING COMPREHENSION** | **BOY** | **MOY** | **EOY** | **Evidence:** |
| 5.01(H)(1) With prompting and support, answer questions about key details in a text.  RWC20-GR.K-S.2-GLE.1-EO.a.i  RWC20-GR.K-S.2-GLE.2-EO.a.i |  |  |  |  |
| 5.01(H)(2) With prompting and support, identify characters, settings, and major events in a story.  RWC20-GR.K-S.2-GLE.2-EO.a.ii |  |  |  |  |
| 5.01(H)(3) Recognize common types of texts.  RWC20-GR.K-S.2-GLE.3-EO.b.ii |  |  |  |  |
|  |  |  |  |  |
| **5.02 FIRST GRADE** | **Time of Year Assessed** | | |  |
| **5.02(A) PHONEMIC AWARENESS** | **Beginning of Year (BOY)** | **Middle of Year (MOY)** | **End of Year (EOY)** | **Evidence:** |
| 5.02(A)(1) Orally produce single-syllable words by blending sounds, including blends.  RWC20-GR.1-S.2-GLE.3-EO.b.ii |  |  |  |  |
| 5.02(A)(2) Segment spoken single-syllable words into their complete sequence of individual sounds.  RWC20-GR.1-S.2-GLE.3-EO.b.iv |  |  |  |  |
| 5.02(A)(3) Distinguish long from short vowel sounds in spoken single-syllable words.  RWC20-GR.1-S.2-GLE.3-EO.b.i |  |  |  |  |
| **5.02(B) CONCEPT OF PRINT** | **BOY** | **MOY** | **EOY** | **Evidence:** |
| 5.02(B)(1) Recognize the distinguishing features of a sentence.  RWC20-GR.1-S.2-GLE.3-EO.a.i |  |  |  |  |
| **5.02(C) PHONICS** | **BOY** | **MOY** | **EOY** | **Evidence:** |
| 5.02(C)(1) Know the spelling-sound correspondences for common consonant digraphs.  RWC20-GR.1-S.2-GLE.3-EO.c.i |  |  |  |  |
| 5.02(C)(2) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  RWC20-GR.1-S.2-GLE.3-EO.c.iv |  |  |  |  |
| 5.02(C)(3) Decode two-syllable words following basic patterns by breaking words into syllables.  RWC20-GR.1-S.2-GLE.3-EO.c.v |  |  |  |  |
| 5.02(C)(4) Know final -e and common vowel team conventions for representing long vowel sounds.  RWC20-GR.1-S.2-GLE.3-EO.c.iii |  |  |  |  |
| 5.02(C)(5) Read words with inflectional endings.  RWC20-GR.1-S.2-GLE.3-EO.c.vi |  |  |  |  |
| 5.02(C)(6) Use onsets and rimes to create new words (ip to make dip, lip, slip, ship).  RWC20-GR.1-S.2-GLE.3-EO.c.viii |  |  |  |  |
| 5.02(C)(7) Accurately decode unknown words that follow a predictable letter/sound relationship.  RWC20-GR.1-S.2-GLE.3-EO.c.ix |  |  |  |  |
| **5.02(D) FLUENCY** | **BOY** | **MOY** | **EOY** | **Evidence:** |
| 5.02(D)(1) Read grade-appropriate irregularly spelled words.  RWC20-GR.1-S.2-GLE.3-EO.c.vii |  |  |  |  |
| 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.  RWC20-GR.1-S.2-GLE.3-ACC.1 |  |  |  |  |
| **5.02(E) VOCABULARY DEVELOPMENT** | **BOY** | **MOY** | **EOY** | **Evidence:** |
| 5.02(E)(1) Use sentence level context as a clue to the meaning of a word or phrase.  RWC20-GR.1-S.2-GLE.3-EO.e.i |  |  |  |  |
| 5.02(E)(2) Identify and understand compound words.  RWC20-GR.1-S.2-GLE.3-EO.e.iv |  |  |  |  |
| **5.02(F) ORAL LANGUAGE** | **BOY** | **MOY** | **EOY** | **Evidence:** |
| 5.02(F)(1) Use sentence level context as a clue to the meaning of a word or phrase.  RWC20-GR.1-S.2-GLE.3-EO.e.i |  |  |  |  |
| 5.02(F)(2) Produce complete sentences when appropriate to task and situation.  RWC20-GR.1-S.1-GLE.1-EO.c |  |  |  |  |
| **5.02(G) READING COMPREHENSION** | **BOY** | **MOY** | **EOY** | **Evidence:** |
| 5.02(G)(1) Answer questions about key details in a text.  RWC20-GR.1-S.2-GLE.1-EO.a.i |  |  |  |  |
| 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.  RWC20-GR.1-S.2-GLE.1-EO.a.iv |  |  |  |  |
| 5.02(G)(3) Explain major differences between books that tell stories and books that give information.  RWC20-GR.1-S.2-GLE.1-EO.b.ii |  |  |  |  |
| 5.02(G)(4) Identify who is telling the story at various points in a text.  RWC20-GR.1-S.2-GLE.1-EO.b.iii |  |  |  |  |
| 5.02(G)(5) Describe the connection between two individuals, events, ideas, or pieces of information in a text.  RWC20-GR.1-S.2-GLE.2-EO.a.iii |  |  |  |  |
| 5.02(G)(6) Know and use various text features to locate key factors or information in a text.  RWC20-GR.1-S.2-GLE.2-EO.b.ii |  |  |  |  |
| 5.02(G)(7) Identify the reasons an author gives to support points in a text.  RWC20-GR.1-S.2-GLE.2-EO.c.ii |  |  |  |  |
| 5.02(G)(8) Compare and contrast the adventures and experiences of characters in stories.  RWC20-GR.1-S.2-GLE.1-EO.c.ii |  |  |  |  |
| 5.02(G)(9) Describe characters, settings, and major events in a story, using key details.  RWC20-GR.1-S.2-GLE.1-EO.a.iii |  |  |  |  |
| 5.02(G)(10) Identify basic similarities in and differences between two texts on the same topic.  RWC20-GR.1-S.2-GLE.2-EO.c.iii |  |  |  |  |
|  |  |  |  |  |
| **5.03 SECOND GRADE** | **Time of Year Assessed** | | |  |
| **5.03(A) PHONEMIC AWARENESS** | **Beginning of Year (BOY)** | **Beginning of Year (BOY)** | **Beginning of Year (BOY)** | **Evidence:** |
| 5.03(A)(1) The student must demonstrate all of the phonemic awareness skill competencies outlined in Kindergarten and First grade. |  |  |  |  |
| **5.03(B) PHONICS** | **BOY** | **MOY** | **EOY** | **Evidence:** |
| 5.03(B)(1) Decode words with common prefixes and suffixes.  RWC20-GR.2-S.2-GLE.3-EO.a.v |  |  |  |  |
| 5.03(B)(3) Identify words with inconsistent but common spelling-sound correspondences.  RWC20-GR.2-S.2-GLE.3-EO.a.vi |  |  |  |  |
| 5.03(B)(3) Distinguish long and short vowels in regularly spelled one syllable words.  RWC20-GR.2-S.2-GLE.3-EO.a.i |  |  |  |  |
| 5.03(B)(4) Know spelling-sound correspondences for additional common vowel teams.  RWC20-GR.2-S.2-GLE.3-EO.a.ii |  |  |  |  |
| 5.03(B)(5) Read multisyllabic words accurately and fluently.  RWC20-GR.2-S.2-GLE.3-EO.a.iii |  |  |  |  |
| 5.03(B)(6) Decode regularly spelled two-syllable words with long vowels.  RWC20-GR.2-S.2-GLE.3-EO.a.iv |  |  |  |  |
| **5.03(C) READING FLUENCY** | **BOY** | **MOY** | **EOY** | **Evidence:** |
| 5.03(C)(1) Read grade-appropriate irregularly spelled words.  RWC20-GR.2-S.2-GLE.3-EO.a.vii |  |  |  |  |
| 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.  RWC20-GR.2-S.2-GLE.3-ACC.1 |  |  |  |  |
| 5.03(C)(3) Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation.  RWC20-GR.2-S.2-GLE.3-EO.b.ii  RWC20-GR.2-S.2-GLE.3-EO.b.iv |  |  |  |  |
| **5.03(D) VOCABULARY DEVELOPMENT** | **BOY** | **MOY** | **EOY** | **Evidence:** |
| 5.03(D)(1) Determine the meaning of a new word formed when a known prefix is added to a known word.  RWC20-GR.2-S.2-GLE.3-EO.d.ii |  |  |  |  |
| 5.03(D)(2) Use a known root word as a clue to the meaning of an unknown word with the same root.  RWC20-GR.2-S.2-GLE.3-EO.d.iii |  |  |  |  |
| 5.03(D)(3) Create new words by combining base words with affixes to connect known words to new words.  RWC20-GR.2-S.2-GLE.3-EO.d.v |  |  |  |  |
| 5.03(D)(4) Use knowledge of the meaning of individual words to predict the meaning of compound words.  RWC20-GR.2-S.2-GLE.3-EO.d.iv |  |  |  |  |
| **5.03(E) ORAL LANGUAGE** | **BOY** | **MOY** | **EOY** | **Evidence:** |
| 5.03(E)(1) Use content specific vocabulary to ask questions and provide information.  RWC20-GR.2-S.1-GLE.2-EO.f |  |  |  |  |
| 5.03(E)(2) Recount or describe key ideas or details from a text read aloud.  RWC20-GR.2-S.1-GLE.1-EO.b |  |  |  |  |
| **5.03(F) READING COMPREHENSION** | **BOY** | **MOY** | **EOY** | **Evidence:** |
| 5.03(F)(1) Recount or describe key ideas or details from a text read aloud.  RWC20-GR.2-S.1-GLE.1-EO.b |  |  |  |  |
| 5.03(F)(2) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  RWC20-GR.2-S.2-GLE.3-EO.b.iii |  |  |  |  |
| 5.03(F)(3) Answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.  RWC20-GR.2-S.2-GLE.1-EO.a.ii  RWC20-GR.2-S.2-GLE.2-EO.a.i |  |  |  |  |
| 5.03(F)(4) Summarize the main idea using relevant and significant details in a variety of texts.  RWC20-GR.2-S.2-GLE.2-EO.a.iii |  |  |  |  |
| 5.03(F)(5) Know and use various text features to locate key factors or information in a text efficiently.  RWC20-GR.2-S.2-GLE.2-EO.b.ii |  |  |  |  |
| 5.03(F)(6) Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  RWC20-GR.2-S.2-GLE.2-EO.b.iii |  |  |  |  |
| 5.03(F)(7) Read text to perform a specific task such as follow a recipe or play a game.  RWC20-GR.2-S.2-GLE.2-EO.b.iv |  |  |  |  |
| 5.03(F)(8) Explain how specific images contribute to and clarify a text.  RWC20-GR.2-S.2-GLE.2-EO.c.i |  |  |  |  |
| 5.03(F)(9) Compare and contrast the most important points presented by two texts on the same topic.  RWC20-GR.2-S.2-GLE.2-EO.c.iii |  |  |  |  |
| 5.03(F)(10) Read and comprehend informational texts, including history/social studies, science, and technical texts.  RWC20-GR.2-S.2-GLE.2-EO.d.ii |  |  |  |  |
| 5.03(F)(11) Describe how characters in a story respond to major events and challenges.  RWC20-GR.2-S.2-GLE.1-EO.a.iv |  |  |  |  |
| 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.  RWC20-GR.2-S.2-GLE.1-EO.b.ii |  |  |  |  |
| 5.03(F)(13) Compare and contrast two or more versions of the same story by different authors or by different cultures.  RWC20-GR.2-S.2-GLE.1-EO.c.ii |  |  |  |  |
|  |  |  |  |  |
| **5.04 THIRD GRADE** | **Time of Year Assessed** | | |  |
| **5.04(A) PHONEMIC AWARENESS** | **Beginning of Year (BOY)** | **Middle of Year (MOY)** | **End of Year (EOY)** | **Evidence:** |
| 5.04(A)(1) The student must demonstrate all of the phonemic awareness skill competencies outlined in Kindergarten and First grade. |  |  |  |  |
| **5.04(B) PHONICS** | **BOY** | **MOY** | **EOY** | **Evidence:** |
| 5.04(B)(1) Identify and know the meaning of the most common prefixes and derivational suffixes.  RWC20-GR.3-S.2-GLE.3-EO.a.i |  |  |  |  |
| 5.04(B)(2) Decode words with common Latin suffixes.  RWC20-GR.3-S.2-GLE.3-EO.a.ii |  |  |  |  |
| 5.04(B)(3) Decode multisyllabic words.  RWC20-GR.3-S.2-GLE.3-EO.a.iii |  |  |  |  |
| **5.04(C) READING FLUENCY** | **BOY** | **MOY** | **EOY** | **Evidence:** |
| 5.04(C)(1) Read grade-appropriate irregularly spelled words.  RWC20-GR.3-S.2-GLE.3-EO.a.iv |  |  |  |  |
| 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.  RWC20-GR.3-S.2-GLE.3-ACC.1 |  |  |  |  |
| 5.04(C)(3) Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation.  RWC20-GR.3-S.2-GLE.1-EO.e  RWC20-GR.3-S.2-GLE.3-EO.b.iv |  |  |  |  |
| **5.04(D) VOCABULARY DEVELOPMENT** | **BOY** | **MOY** | **EOY** | **Evidence:** |
| 5.04(D)(1) Determine the meaning of a new word formed when a known affix is added to a known word.  RWC20-GR.3-S.2-GLE.3-EO.d.ii |  |  |  |  |
| 5.04(D)(2) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.  RWC20-GR.3-S.2-GLE.1-EO.b.i |  |  |  |  |
| 5.04(D)(3) Use sentence-level context as a clue to the meaning of a word or phrase.  RWC20-GR.3-S.2-GLE.3-EO.c.i |  |  |  |  |
| 5.04(D)(4) Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning.  RWC20-GR.3-S.2-GLE.3-EO.c.iii |  |  |  |  |
| 5.04(D)(5) Use a known root word as a clue to the meaning of an unknown word with the same root.  RWC20-GR.3-S.2-GLE.3-EO.c.iv |  |  |  |  |
| 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.  RWC20-GR.3-S.2-GLE.3-EO.c.vi |  |  |  |  |
| **5.04(E) READING COMPREHENSION** | **BOY** | **MOY** | **EOY** | **Evidence:** |
| 5.04(E)(1) Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.  RWC20-GR-3-S.2-GLE.2-EO.a.iii |  |  |  |  |
| 5.04(E)(2) Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  RWC20-GR.3-S.2-GLE.1-EO.a.i  RWC20-GR.3-S.2-GLE.2-EO.a.i |  |  |  |  |
| 5.04(E)(3) Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting).  RWC20-GR.3-S.2-GLE.1-EO.a.ii |  |  |  |  |
| 5.04(E)(4) Determine the main idea of a text; recount the key details and explain how they support the main idea.  RWC20-GR.3-S.2-GLE.2-EO.a.ii |  |  |  |  |
| 5.04(E)(5) Summarize central ideas and important details from a text.  RWC20-GR.3-S.2-GLE.1-EO.a.iv |  |  |  |  |
| 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.  RWC20-GR.3-S.2-GLE.1-EO.c.ii |  |  |  |  |
| 5.04(E)(7) Use sematic cues and signal words (because, although) to identify cause/effect and compare/contrast relationships.  RWC20-GR.3-S.2-GLE.2-EO.b.iv |  |  |  |  |
| 5.04(E)(8) Describe the logical connection between particular sentences and paragraphs in a text.  RWC20-GR.3-S.2-GLE.2-EO.c.ii |  |  |  |  |
| 5.04(E)(9) Read and comprehend informational texts, including history/social studies, science, and technical texts.  RWC20-GR.3-S.2-GLE.2-EO.d.i |  |  |  |  |
| 5.04(E)(10) Compare and contrast the most important points and key details presented in two texts on the same topic.  RWC20-GR.3-S.2-GLE.2-EO.c.iii |  |  |  |  |
| 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.  RWC20-GR.3-S.2-GLE.2-EO.a.iv |  |  |  |  |
|  |  |  |  |  |

# Optional Worksheet: Dyslexia Indicators Worksheet

The [Colorado Department of Education Dyslexia Handbook](https://www.cde.state.co.us/cdesped/codyslexiahandbook)  identifies indicators of dyslexia by grade level.

Instructions: Vendors that provide a description of how the assessment screens for dyslexia in the Stated Purpose of Assessment portion of the application (above) should complete the Optional Worksheet: Dyslexia Indicators Worksheet to demonstrate evidence as applicable in each section. In each section, provide notes in the space titled Evidence as to where in the submitted materials the reviewer is able to find content that addresses that particular section. Please make sure the notes provided are explicit and succinct.

* Evidence should include which subtests of the assessment measure each dyslexia indicator.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Kindergarten** | **Time of Year Assessed** | | |  |
| Research indicates that kindergarten screening measures are most successful when they include assessment of the following areas (Catts et al., 2015; Jenkins & Johnson, 2008): | **Beginning of Year (BOY)** | **Middle of Year (MOY)** | **End of Year (EOY)** | **Evidence:** |
| • phonological awareness, including phoneme segmentation, blending, onset and rime; |  |  |  |  |
| • rapid automatic naming, including letter-naming fluency; |  |  |  |  |
| • letter-sound association; |  |  |  |  |
| • phonological memory, including nonword repetition; and |  |  |  |  |
| • oral expressive and receptive language, including vocabulary, syntax and comprehension. These should also be considered since oral language development can be predictive of later reading outcomes. |  |  |  |  |
|  |  |  |  |  |
| **First Grade** | **Time of Year Assessed** | | |  |
| Research indicates first-grade screening measures are most successful when they include assessment of the following areas (Compton et al., 2010; Jenkins & Johnson, 2008): | **Beginning of Year (BOY)** | **Middle of Year (MOY)** | **End of Year (EOY)** | **Evidence:** |
| • phoneme awareness, specifically phoneme segmentation, blending, and manipulation tasks; |  |  |  |  |
| • letter naming fluency; letter-sound association; |  |  |  |  |
| • phonological memory, including nonword repetition; |  |  |  |  |
| • oral vocabulary; and |  |  |  |  |
| • word recognition fluency (i.e., accuracy and rate). |  |  |  |  |
| The Center on Response to Intervention’s screening briefs suggest that: |  |  |  |  |
| • oral reading fluency should be added by the mid-first grade; and |  |  |  |  |
| • oral expressive and receptive language (including vocabulary, syntax and comprehension) should also be considered since oral language development can be predictive of later reading outcomes. |  |  |  |  |
|  |  |  |  |  |
| **Second and Third Grades** | **Time of Year Assessed** | | |  |
| The Center on Response to Intervention’s screening briefs indicate that in second grade, screening assessment should include: | **Beginning of Year (BOY)** | **Middle of Year (MOY)** | **End of Year (EOY)** | **Evidence:** |
| • word identification, including real and nonsense words; |  |  |  |  |
| • oral reading fluency; |  |  |  |  |
| • reading comprehension; and |  |  |  |  |
| • consideration of oral expressive and receptive language (including vocabulary, syntax and comprehension) since oral language development can be predictive of later reading outcomes. |  |  |  |  |
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