

Reading to Ensure Academic Development: READ Act Assessment Timeline



Sources: [Reading to Ensure Academic Development Act \(READ Act\)](#) and [Rules for the READ Act](#)

BEGINNING OF THE SCHOOL YEAR

All students grades K-3 assessed with a [State Board approved interim reading assessment](#) to determine Significant Reading Deficiency. (Rules, 3.01)

Grades 1-3: within 30 calendar days of enrollment. (Rules, 3.02)

Kindergarten: during first 90 calendar days of school year. If administered within first 60 calendar days of school year, not required to administer literacy component of the [school readiness assessment](#). (Rules, 3.03)

IF	THEN
<p>Active READ Plan or Significant Reading Deficiency designation from prior school year:</p>	<p><u>Update READ Plan.</u> Provide more rigorous strategies and intervention instruction. (READ Act, 22-7-1206 (7)(a)(I)) Monitor ongoing progress using interim reading assessment or other appropriate assessment. (Rules, 4.01(B))</p>
<p>Cut-Off Score indicates Significant Reading Deficiency for the first time:</p>	<p><u>Initiate READ Plan.</u> Administer State Board approved diagnostic assessment within 60 calendar days of the previous interim assessment to identify the student’s specific skill deficiencies (Rules, 4.01 (A)) Monitor ongoing progress using interim reading assessment or other appropriate assessment (Rules, 4.01(B))</p>
<p>Reading skills are below grade level expectations, but the student does not have Significant Reading Deficiency:</p>	<p>Ensure that the student receives appropriate interventions through the response to intervention framework or a comparable intervention system. (READ Act, 22-7-1206 (2)(a))</p>
<p>Reading skills are at or above grade level expectations:</p>	<p>Monitor student progress.</p> <div style="border: 1px dashed gray; padding: 5px;"> <p>Grade Level Reading Competency: Districts may consider applying the grade level reading competency criteria (Interim Cut-Off Scores for Grade Level Competency). (Rules, 3.01)</p> </div>

ONGOING THROUGHOUT THE SCHOOL YEAR

Update [READ Plan](#) as appropriate.

IF	THEN
<p>Active READ Plan or Significant Reading Deficiency designation from prior school year:</p>	<p>Update READ Plan. Provide more rigorous strategies and intervention instruction. (READ Act, 22-7-1206 (7)(a)(I)) Monitor ongoing progress using interim reading assessment or other appropriate assessment. (Rules, 4.01(B))</p>
<p>Cut-Off Score indicates Significant Reading Deficiency for the first time:</p>	<p>Initiate READ Plan. Administer State Board approved diagnostic assessment within 60 calendar days of the previous interim assessment to identify the student’s specific skill deficiencies (Rules, 4.01 (A)) Monitor ongoing progress using interim reading assessment or other appropriate assessment (Rules, 4.01(B))</p>
<p>Reading skills are below grade level expectations, but the student does not have Significant Reading Deficiency:</p>	<p>Ensure that the student receives appropriate interventions through the response to intervention framework or a comparable intervention system. (READ Act, 22-7-1206 (2)(a))</p>
<p>Reading skills are at or above grade level expectations:</p>	<p>Monitor student progress.</p> <div style="border: 1px dashed gray; padding: 5px; margin-left: 20px;"> <p>Grade Level Reading Competency: Districts may consider applying the grade level reading competency criteria (Interim Cut-Off Scores for Grade Level Competency). (Rules, 3.01)</p> </div>

END OF YEAR

Students grades 1-3 assessed with [State Board approved interim reading assessment](#). Scores reported to the department via [READ Collection](#).

IF	THEN
<p>Active READ Plan or Significant Reading Deficiency:</p>	<p>Update READ Plan to reflect progress toward achieving grade level proficiency.</p>
<p>Cut-Off Score indicates Significant Reading Deficiency for the first time:</p>	<p>Begin steps for creation of a READ Plan to be completed and executed at the beginning of the following school year.</p>