

Reading to Ensure Academic Development (READ) Act Assessment Timeline

Beginning of Year

Middle of Year

End of Year

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

- Grades 1-3: within 30 calendar days of enrollment. (Rules, 3.02)
- Kindergarten: during first 90 days of school year. If administered within first 60 days of school year, not required to administer literacy component of the [school readiness assessment](#). (Rules, 3.03)

Active READ Plan or Significant Reading Deficiency designation from prior year:

Update current [READ Plan](#) to address specific skill deficiencies, describe instructional targets and set goals for achieving grade level proficiency ([Minimum Skill Reading Competencies](#)).

Provide intensified reading instruction ([READ Act](#)).

Monitor student progress.

At or Below Cut Score for Significant Reading Deficiency:

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)).

Create new READ Plan to address specific skill deficiencies identified by diagnostic assessment.

Monitor ongoing progress using [interim reading assessment](#). (Rules, 4.01(B)).

Above Cut Score for Significant Reading Deficiency:

Monitor student progress.

Grade Level Reading Competency: (Rules, 3.01)
Districts may consider applying the grade level reading competency criteria ([Interim Cut Scores for Grade Level Competency](#)).

Students assessed with [State Board approved interim reading assessment](#).

Active READ Plan or Significant Reading Deficiency:

Update current [READ Plan](#) to reflect progress toward achieving grade level proficiency ([Minimum Skill Reading Competencies](#)).

Monitor student progress.

At or Below Cut Score for Significant Reading Deficiency:

Administer [State Board approved diagnostic assessment](#) within 60 calendar days of the previous interim assessment to identify the student's specific skill deficiencies (4.01 (A)).

Create new [READ Plan](#) to address specific skill deficiencies identified by diagnostic assessment. Monitor ongoing progress using [interim reading assessment](#). (Rules, 4.01(B)).

Above Cut Score for Significant Reading Deficiency:

Monitor student progress.

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

Active READ Plan or Significant Reading Deficiency:

Update current [READ Plan](#) to reflect progress toward achieving grade level proficiency. ([Minimum Skill Reading Competencies](#)).

Monitor student progress.

At or Below Cut Score for Significant Reading Deficiency:

[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))

Create new [READ Plan](#) to address specific skill deficiencies identified by diagnostic assessment. Monitor ongoing progress using [interim reading assessment](#). (Rules, 4.01(B)).

Above Cut Score for Significant Reading Deficiency:

Monitor student progress.

If using an approved Spanish interims assessment due to the child receiving literacy instruction in both English and Spanish, students shall be assessed once annually using a State Board approved interim reading assessment in English to inform reading instruction/intervention and monitoring student progress toward grade level reading competency (Rules, 3.04).