

Significant Reading Deficiency

Determination Process & Definitions



COLORADO
Department of Education

What is a Significant Reading Deficiency (SRD)?

The Colorado READ Act states that a significant reading deficiency is determined when 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 for the student's grade level (C.R.S. 22-7-1203).

Upon determination of an SRD, information from the diagnostic assessment and a body of evidence is used to inform the development of a student's READ Plan.

SRD Determination Process

Determination of an SRD is based on a state board approved interim assessment score, results from a state board approved diagnostic assessment, and a body of evidence. The interim assessment, or universal screener, is a first alert that a student may need extra help to make adequate progress in reading during the year. Diagnostic assessments are administered to identify specific skill deficits noted in the interim assessment. Results from the interim assessment, diagnostic assessment, and other data are compiled to form a complete body of evidence in determining a significant reading deficiency.

Interim Assessment

The interim assessment is a universal screener used to identify students who may experience lower than expected reading outcomes and who may be at risk for reading challenges.

State board approved interim reading assessments need to be administered within the first 90 calendar days of the year for students in kindergarten and within the first 30 calendar days of the student's first day of attendance in grades one through three.

If a school administers the state board approved interim reading assessment to kindergartners within the first 60 days of the school year, it is not required to administer the literacy component

Diagnostic Assessment

Diagnostic assessments are administered to students who score below the cut-score for a significant reading deficiency on the interim assessment. Diagnostic assessments need to assess and provide in-depth information on the skill deficits identified from the interim assessments.

State board approved diagnostic assessments are administered within 60 calendar days of the initial administration of the interim assessment.

Body of Evidence

Considered in its entirety, a body of evidence is used to finalize an SRD determination. This collection of information includes data from the interim and diagnostic assessments and may include classroom work and additional assessments that measure the students' literacy skills. If a student is determined to have an SRD, a READ Plan is developed and implemented.



Instructional Application

The READ Act requires that all students receive scientifically and evidence-based core instruction throughout the SRD determination process (C.R.S. 22-7-1204). Between interim and diagnostic assessments, students shall continue receiving scientifically and evidence-based core instruction and may also begin receiving interventions that align with identified skills deficits from the interim assessment. Regardless of SRD determination, the body of evidence and Multi-Tiered System of Supports (MTSS) process are used to inform implementation of scientifically based and evidence-based core and intervention programming for all students.

English Language Learners

The READ Act provides special considerations for English language learners. For more information, refer to the [READ Act and English Learners guidance document](#).

Definitions

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

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 to pinpoint a student's specific area(s) of weakness and provide in-depth information about students' skills and instructional needs.

Body of Evidence: A collection of information about a student's academic performance which, when considered in its entirety, documents the level of a student's academic performance.

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.

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.

(1 CCR 301-92)

WHERE CAN I LEARN MORE?

[Colorado READ Act Webpage](#)
[2020 Advisory List of Instructional Programming](#)
[READ Act Statute 22-7-1202](#)
[READ Act Rule 1 CCR 301-92](#)