

# Significant Reading Deficiency

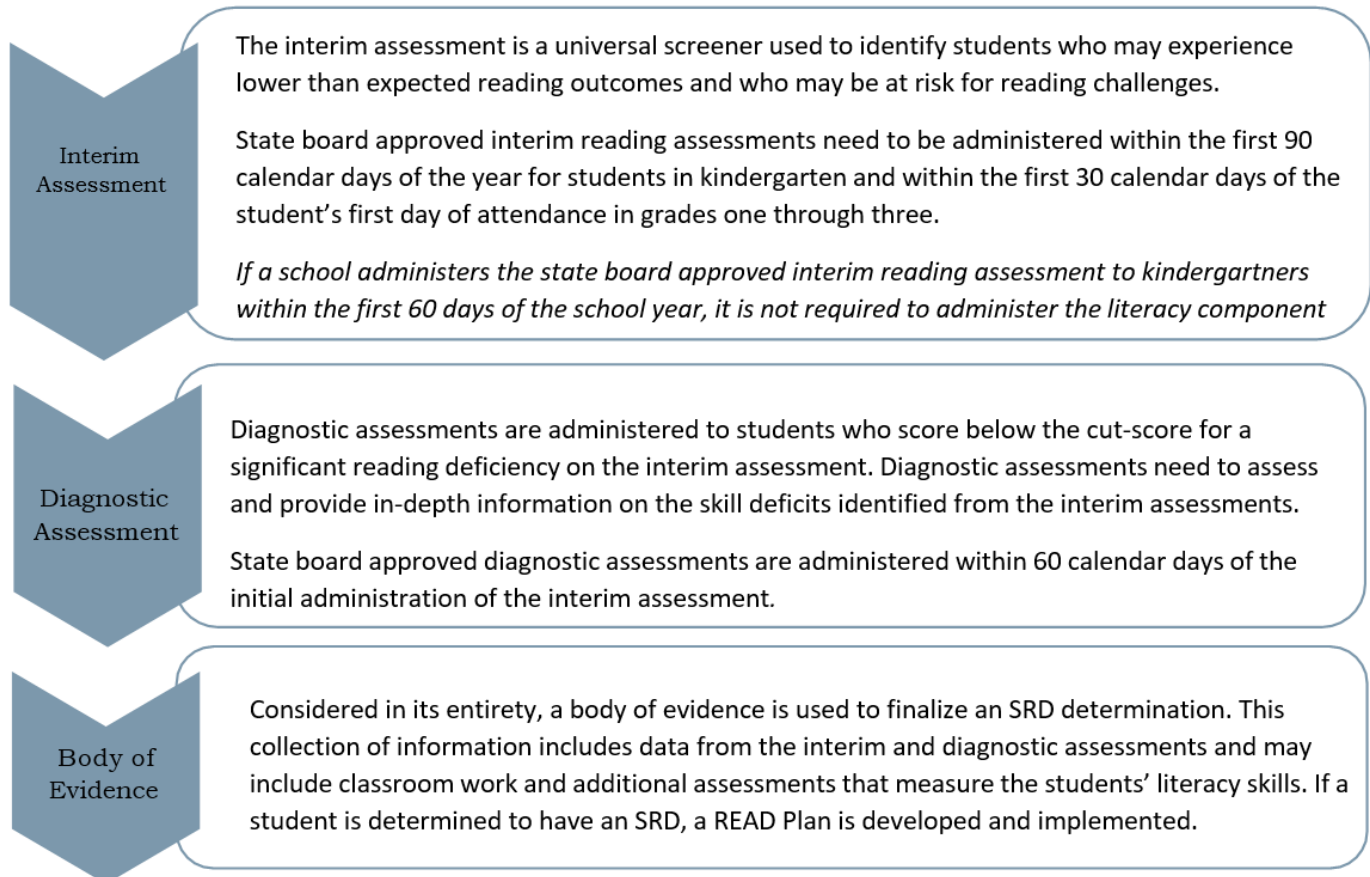
## Determination Process & Definitions

### 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 interim and diagnostic assessments 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 body of evidence that includes the state board approved interim assessment score, results from a state board approved diagnostic assessment, and additional information that provides evidence of a student's literacy and language skills. 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. 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 webpage](#).

## 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.

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## WHERE CAN I LEARN MORE?

[Colorado READ Act Webpage](#)

[Advisory List of Instructional Programming](#)

[READ Act Statute and State Board Rules](#)