



COLORADO
Department of Education

READ Act Office Hours

**READ Act and English Learners Guidance for Assessment and
Determination of SRD in Grades K-3**

Thursday, February 9, 2023

READ Act Office Hours Introductions

Jamie Olson

Senior Literacy Consultant, Elementary
Literacy and School Readiness

Lindsay Swanton

CLDE Specialist & ELPA Coordinator, Office of
Culturally and Linguistically Diverse Education

Melissa Ahlstrand

Literacy Program Supervisor, Elementary
Literacy and School Readiness

[https://www.cde.state.co.us/
coloradoliteracy/elsrliteracyteam-officehours](https://www.cde.state.co.us/coloradoliteracy/elsrliteracyteam-officehours)

READ Act Office Hours

Scheduled Dates and Times

EL Guidance

- February 23, 2023: 3-4 p.m.

Body of Evidence

- March 16, 2023: 3-4 p.m.
- March 30, 2023: 3-4 p.m.

Exiting Students from a READ Plan

- April 13, 2023: 3-4 p.m.
- April 27, 2023: 3-4 p.m.

EOY Parent Meeting (READ Act Requirements)

- May 11, 2023: 3-4 p.m.

Planning for the Year Ahead

- May 25, 2023: 3-4 p.m.

Overview

The Literacy Team in the Office of Elementary Literacy will host office hours twice a month on Thursdays from 3-4 p.m. to discuss topics related to the READ Act. Below each topic is the corresponding guidance document and/or video.

What to Expect

Step 1: Sign up for the webinar.

Step 2: Download and read the guidance document and/or watch the guidance video.

Step 3: [Submit any questions](#) you have at least one week prior to the office hours session you will be attending.

During the live office hours, CDE staff will not be providing in-depth instruction on the featured topic. This time has been scheduled to answer questions and/or provide clarification about the featured topic. **Questions must be submitted one week prior to the date of the scheduled office hours.** If the questions are not submitted one week prior to the scheduled office hours, the questions may not be discussed during the office hours.

Topic Questions Submission

Office Hours Topics

2022-2023

English Learner Guidance

[February 9, 2023 & February 23, 2023](#)

Please review the below document before attending the office hours session.

- [READ Act and English Learners Guidance for Assessment and Determination of Significant Reading Deficiency in Grades K-3](#)

Body of Evidence

[March 16, 2023 & March 30, 2023](#)

Please review the below document and video before attending the office hours session.

- [Body of Evidence](#) (PDF) and [Body of Evidence](#) (video)

2023-2024

SRD Determination (including body of evidence)

[August 10, 2023 & August 24, 2023](#)

Please review the below document before attending the office hours session.

- [Significant Reading Deficiency Determination Process and Definitions](#)

Writing READ Plans (including goal writing)

[September 7, 2023 & September 21, 2023](#)

Please review the below document before attending the office hours session.

- [READ Plans 101](#)

READ Act Office Hours

Logistics

- Each Office Hour is scheduled to address questions related to a specific topic.
- Participants are strongly encouraged to review guidance documents thoroughly prior to attending the office hours and submit questions a week in advance.
- First, we will walk through the questions related to this topic submitted via the Google form linked to the Office Hours webpage.
- After we discuss the questions submitted prior to the scheduled Office Hours, participants may **enter questions in the Q&A feature** related to today's topic.
- Some questions will be answered during the webinar; others may be captured for further consideration.

Additionally:

- For general questions about the CDE-Provided Teacher or Administrator Training options email: ReadActTraining@cde.state.co.us
- For READ Act Data Inquires email READActData@cde.state.co.us
- For all other questions related to the READ Act email: ReadAct@cde.state.co.us

READ Act Office Hours

Objectives:



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- Overview of READ Act and English Learners Guidance for Assessment and Determination of SRD in Grades K-3
- Review and respond to questions submitted prior to today's Office Hours
- Respond to topic related questions submitted live

READ Act Office Hours

Colorado READ Act - It Is About Prevention



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Department of Education

READ Act

- Passed by the Colorado legislature in 2012
- Focuses on early literacy development for all students in kindergarten through 3rd grade
- Preventative in nature
 - ★ Scientifically and evidence-based reading instruction
 - ★ Assessment
 - ★ READ plans
 - ★ Parent communication monitoring

Ensure every student in Colorado Reaches reading proficiency by the end of 3rd grade



READ Act and English Learners

Guidance for Assessment and Determination of a Significant Reading Deficiency in Grades K-3



Achieving reading competency by the end of third grade is a critical milestone for every student and is a predictor of ongoing educational success. Early literacy development is not only critical to a child's success, but it is also one of Colorado's top education priorities. The Colorado Reading to Ensure Academic Development Act (READ Act), passed by the Colorado Legislature in 2012, highlights the importance of early literacy development for all students and especially for students at risk of not achieving third grade reading proficiency. The READ Act focuses on kindergarten through third grade literacy development, literacy assessment, and individual READ plans for students reading significantly below grade level.

Colorado local education providers (defined as a school district, a board of cooperative services, a district charter school, or an institute charter school) have the authority to approach implementation of the READ Act with English Learners (ELs) in ways that are appropriate for their local context and individual needs of students and are responsible for doing so in alignment with the requirements and intent of the READ Act and in compliance with other relevant state and federal guidelines. Recognizing the unique language and literacy needs and opportunities of ELs to become proficient readers in English, the Colorado Department of Education has created this guidance for implementation of the READ Act as it relates to English learners. This guidance has been developed to provide parameters for districts to use when developing local policies and practices to support the literacy development of English learners who are receiving literacy instruction in English or Spanish.

Context for Implementing the READ Act with English Learners

Supporting the language and literacy development of English learners requires instruction and programming that reflect their unique learning needs. Goldenberg (2013) identified three research-based principles of effective instructional practice for English learners:

- generally effective instructional practices are likely to be effective with English learners;
- English learners require additional instructional supports, and
- an English learner's home language can be used to promote academic development.

The intent of the READ Act is to prevent reading gaps from developing by providing best, first literacy instruction and to act quickly when students fall behind. Because of this, the rules for the READ Act define the attributes of effective universal classroom instruction. At the school level, effective instruction requires a multi-tiered system of supports that provides students with differentiated instruction based on students' needs. Also, school leaders should ensure that students receive 90 minutes of daily reading instruction and that there is a scope and sequence so that reading instruction follows a developmentally appropriate progression. At the classroom level, literacy instruction should:



Questions about the Colorado READ Act and Context for Implementation with ELs

Why was the guidance for READ Act and English Learners revised in 2022?

- Feedback from Colorado educators
- Identified as an area of need through [West Ed year 2 evaluation](#)
- READ Act statute and rule has not changed regarding ELs

Key Updates

- Clarified process and factors for selecting the language of assessment
- Defined considerations when examining the body of evidence
- Places a stronger emphasis on the language of instruction and determining a significant reading deficiency

Why is the term “English learner” used in this document?

- language in much of our communication has shifted to preference the term Multilingual learners, or MLs, when referencing students for whom English is a second or subsequent language.
- this document retains the term "English Learners" or Els to align with the language used in the READ Act and to avoid confusion that could be cause by diverging from the language currently used in the legislation and rule.

Other Frequently Asked Questions



- What should core instruction look like for English learners?
What about intervention instruction?
- What are some examples of evidence-based supports and “individualized supports and scaffolds” mentioned in the guidance?

Context for Implementing the READ Act with English Learners

Core Instruction

Core literacy instruction for ALL students should:

- be based on the Colorado Academic Standards (CAS) and Colorado English Language Proficiency (CELP) Standards.
- be guided by assessment.
- follow a reading development continuum.
- address oral language and the five components of reading (which include phonemic awareness, phonics, fluency, vocabulary, and reading comprehension).
- be a minimum of 90 minutes daily and follows a developmentally appropriate scope and sequence of skill instruction.

For English Learners, include:

- Individualized linguistic supports and scaffolds to ensure access to grade-level literacy content
- Targeted English Language Development instruction that is research-based and independent from literacy instruction



Context for Implementing the READ Act with English Learners

Intervention Instruction

- Literacy intervention, per READ Act, should:
 - address one or more of the five components of reading with intentional focus on identified area(s) of deficit according to interim and diagnostic assessments
 - be delivered with sufficient intensity, frequency, urgency, and duration.
 - be guided by data from diagnostic, interim, and observational assessments focused on students' areas of need.
 - be directed by an effective teacher in the teaching of reading.
 - utilize a scope and sequence that is delivered explicitly with judicious review, allowing for active and engaged students.
 - be delivered in a small group format.

For ELs, include individualized linguistic supports and scaffolds to ensure access to intervention content



Context for Implementing the READ Act with English Learners

Goldenberg (2013) identified three research-based principles of effective instructional practice for English learners:

- Generally effective instructional practices are likely to be effective with English learners;
- English learners require additional instructional supports, and
- An English learner's home language can be used to promote academic development.

Evidence-Based Strategies for Language Development

- Establish classroom routines including gestures and visual supports
- Provide native language support as possible
- Provide opportunities for repetition and rehearsal
- Adjust rate and complexity of language according to L2 proficiency levels of students
- Provide multiple opportunities to practice in the L2

(Cardenas-Hagan, 2020; adapted from Cardenas-Hagan, 2010)

Evidence-Based Strategies for Language Development

- Pair EIs with a more proficient English speaker
- Provide extra time
- Build on prior knowledge systematically and explicitly
- Provide strong models of oral language
- Use text with familiar content (preview, review, paraphrase and summarize)



(Cardenas-Hagan, 2020; adapted from Cardenas-Hagan, 2010)

Questions about context for implementation?



READ Act Requirements for Assessing English Learners

Frequently Asked Questions



- Is the process for assessment and identifying students with an SRD different for English learners?
- Can an English learner be exempt from taking a READ Act reading assessment?
- Who determines in what language to assess a student, and how is that determination made?
- At what point must a student be assessed in English?
- What factors should be considered when determining whether to administer or continue to administer an assessment in a language other than English?

The READ Act in Action

All students are screened at the beginning of the school year for Significant Reading Deficiencies.

All K-3 students are given an **approved READ Act interim assessment** at the beginning of each school year.

1

2

An **approved READ Act diagnostic assessment** is given to any students whose screener results indicate they are at risk for an SRD. This helps pinpoint what students are struggling with.

School personnel collect a **body of evidence** that includes, at minimum, data from the interim assessment, the diagnostic assessment, and other observations from the classroom to determine if the child has an **SRD**.

3

4

A **READ plan** that is specific to the child's learning needs is developed with key stakeholders including teachers, other school personnel, **and parents**.

READ Plan developed and implemented.



READ Act Requirements for Assessing English Learners

All students in kindergarten through third grade, including English learners, must be assessed using a state board approved interim reading assessment



Assessing ELs Receiving Literacy Instruction in English Only

Districts may determine the language of assessment for identified ELs

- SBE approved interim reading assessments currently includes options in English and Spanish
- The district may choose to assess a student in Spanish if the student has not yet reached partial proficiency in English (as determined by the district)
- Students that reach partial proficiency in English, as determined by the district, must take at least one assessment in English



Assessing Spanish-Speaking ELs in a Dual Language Immersion (DLI) Program

- Students in DLI programs may take the approved interim reading assessment in Spanish to determine if the student has a significant reading deficiency (SRD)
- At least once annually, an approved interim reading assessment must be administered in English

Considerations for Selecting the Language Assessment for English Learners

Availability of an approved assessment in the student's native language

Language in which the student will receive literacy instruction

Prior literacy instruction in the native language

The subskills measured by the assessment at the student's grade level

The information the assessment will provide for instructional planning

Questions about assessment?



Determining a Significant Reading Deficiency for English Learners

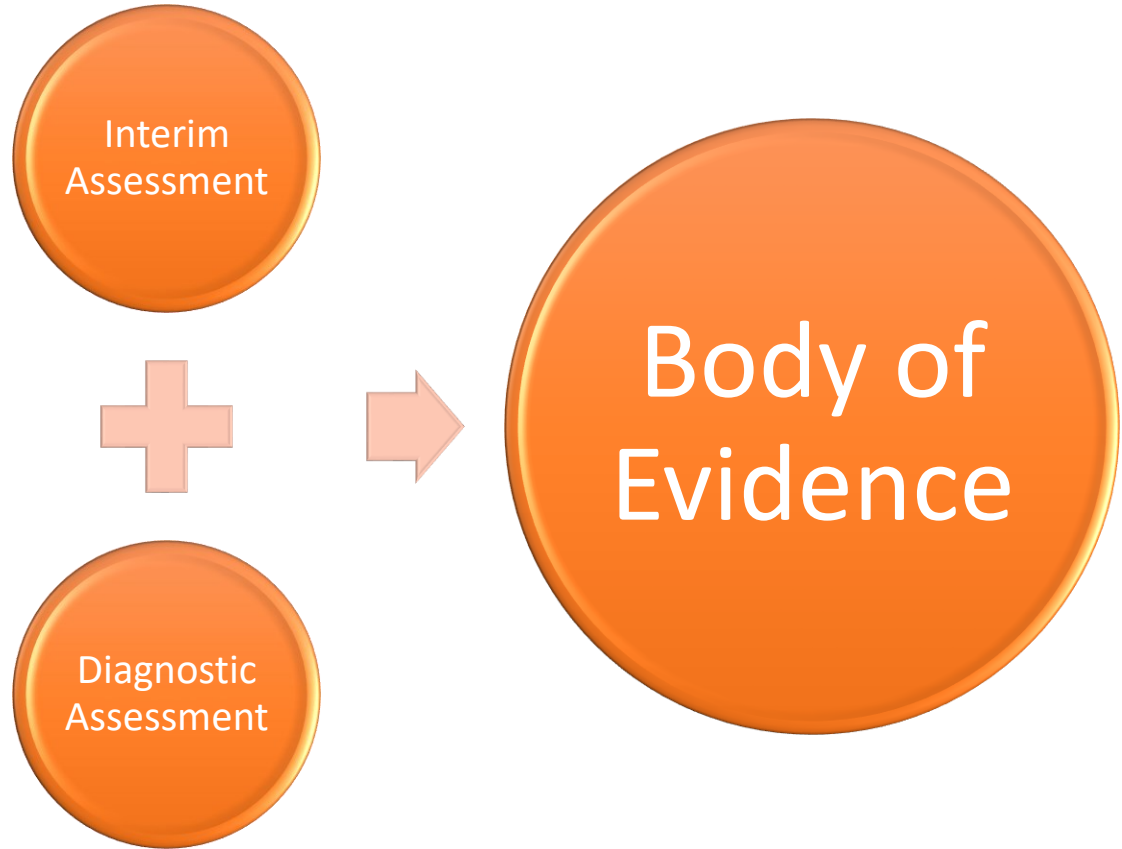
Frequently Asked Questions



- What data is used to determine if an English learner has an SRD?
- Are some English learners automatically exempt from SRD?

Significant Reading Deficiency (SRD) Determination

The Colorado READ Act states that a **significant reading deficiency (SRD)** 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).





Determining a Significant Reading Deficiency for English Learners

- BoE considerations for ELs include:
 - Length of time the student has been enrolled in a U.S. school
 - English Language proficiency data and growth over time
 - Native language literacy assessment data
 - Progress over time on English literacy assessments
 - Language and literacy progress in relation to English learner peers
 - Historical background of the English learner's LIEP(s)



- When can the determination of a significant reading deficiency be refuted for an EL student who scores well below benchmark on a READ Act assessment?
- When is it appropriate to determine that a student who is an English learner has an SRD and should be placed on a READ plan?

Determining a Significant Reading Deficiency for English Learners

Non-English proficient students in the first year in a U.S. school



English learners who are beyond their first year in a U.S. school assessed in English



English learners who are beyond their first year in a U.S. school and who are native Spanish speakers assessed in Spanish

SRD Determination for Non-English Proficient Students in Their First Year in a U. S. School

English learners who are identified as Non-English Proficient (NEP) and in their first year in a U. S. school:

- must take an approved interim assessment and **are** eligible for SRD determination if this determination is based on a student's reading ability and not their English language proficiency.
- can be exempt from an SRD identification based on local determination of need.
- Ensure literacy instruction is provided with appropriate linguistic scaffolds, as necessary, to ensure access to content and that the student is still provided with specific literacy interventions when appropriate.

SRD Determination for English learners Beyond Their First Year in a U.S. School Assessed in English

- must take an approved interim assessment and **are** eligible for SRD determination if this determination is based on a student's reading ability and not their English language proficiency.
- Districts should utilize a robust BoE to either confirm or refute the existence of an SRD, including:

English language proficiency (ELP) assessments (ACCESS for ELLs, Kindergarten ACCESS, Alternate ACCESS)

Native language interim reading assessment data

Other locally determined valid and reliable data related to the student's English proficiency level (e.g., WIDA Model, WIDA Screener assessments)

SRD Determination for English learners Beyond Their First Year in a U.S. School Assessed in English

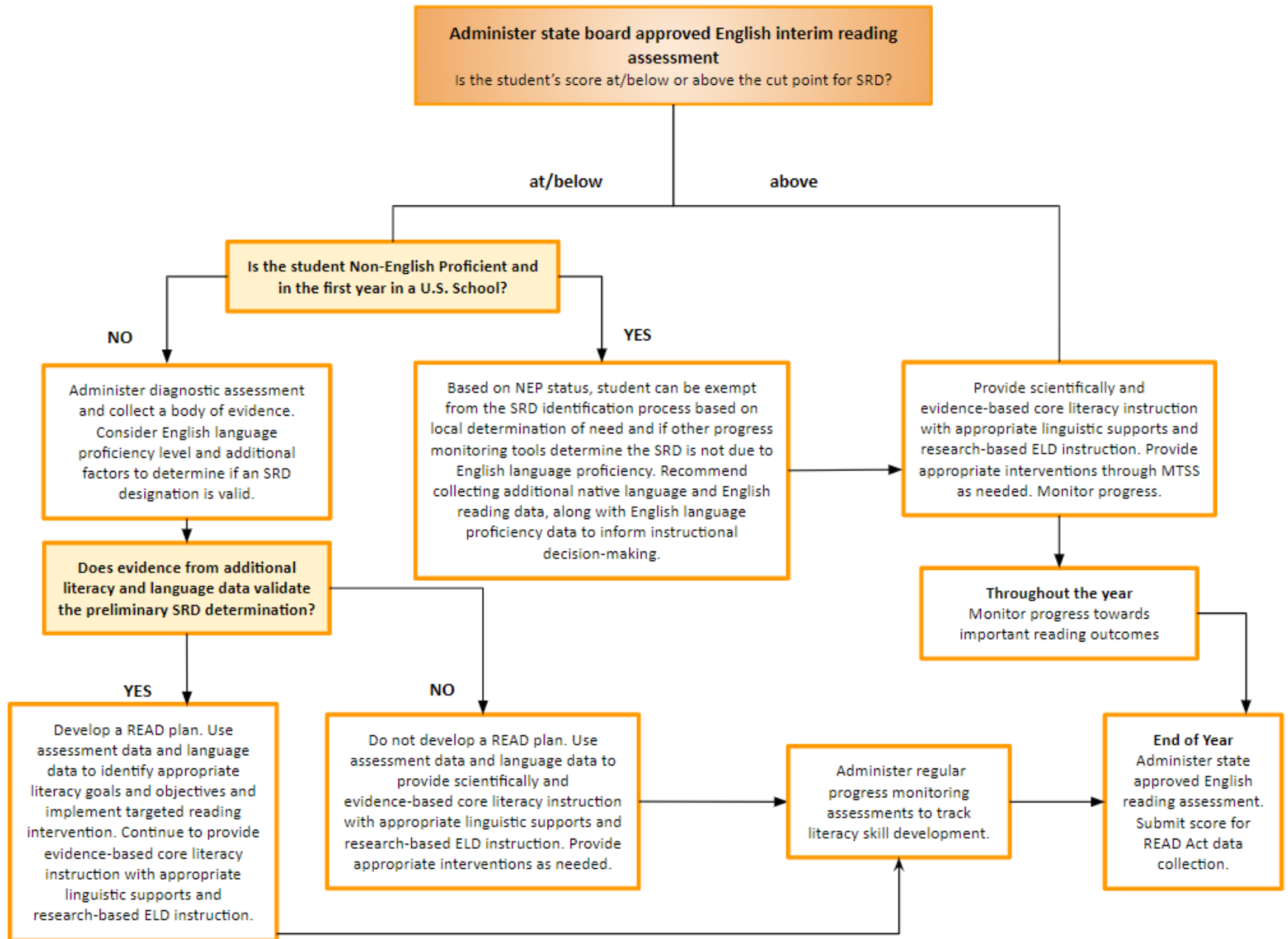
If an SRD determination is not confirmed:

- Interim reading assessment data should be used to identify the appropriate literacy and ELD instruction
- ELs assessed with an English interim reading assessment whose SRD status is refuted based on additional evidence related to English language proficiency are exempt from retention

When an SRD determination may be confirmed:

- Evidence that the student's literacy growth trajectory is not on-track compared to EL peers at the same ELP level
- Native language assessment data confirms similar reading deficiencies in the native language
- The student scores within the range that the district determines demonstrates partial proficiency in English or higher on the most recent ACCESS for ELLs[®] or other locally determined valid and reliable data related to the student's English proficiency level.

SRD Determination Process for English Learners Assessed in English



Frequently Asked Questions



- How does the language of instruction impact the process for determining if a student has an SRD?
- What happens if a student is administered a Spanish assessment and scores well below benchmark but receives literacy instruction in English?
- If an SRD is refuted, does that mean the student is exempt from intervention services for reading?

SRD determination for English learners who are native Spanish speakers assessed in Spanish

If the student scores below the cut score for a significant reading deficiency and:

Receives
Instruction
in English
Only

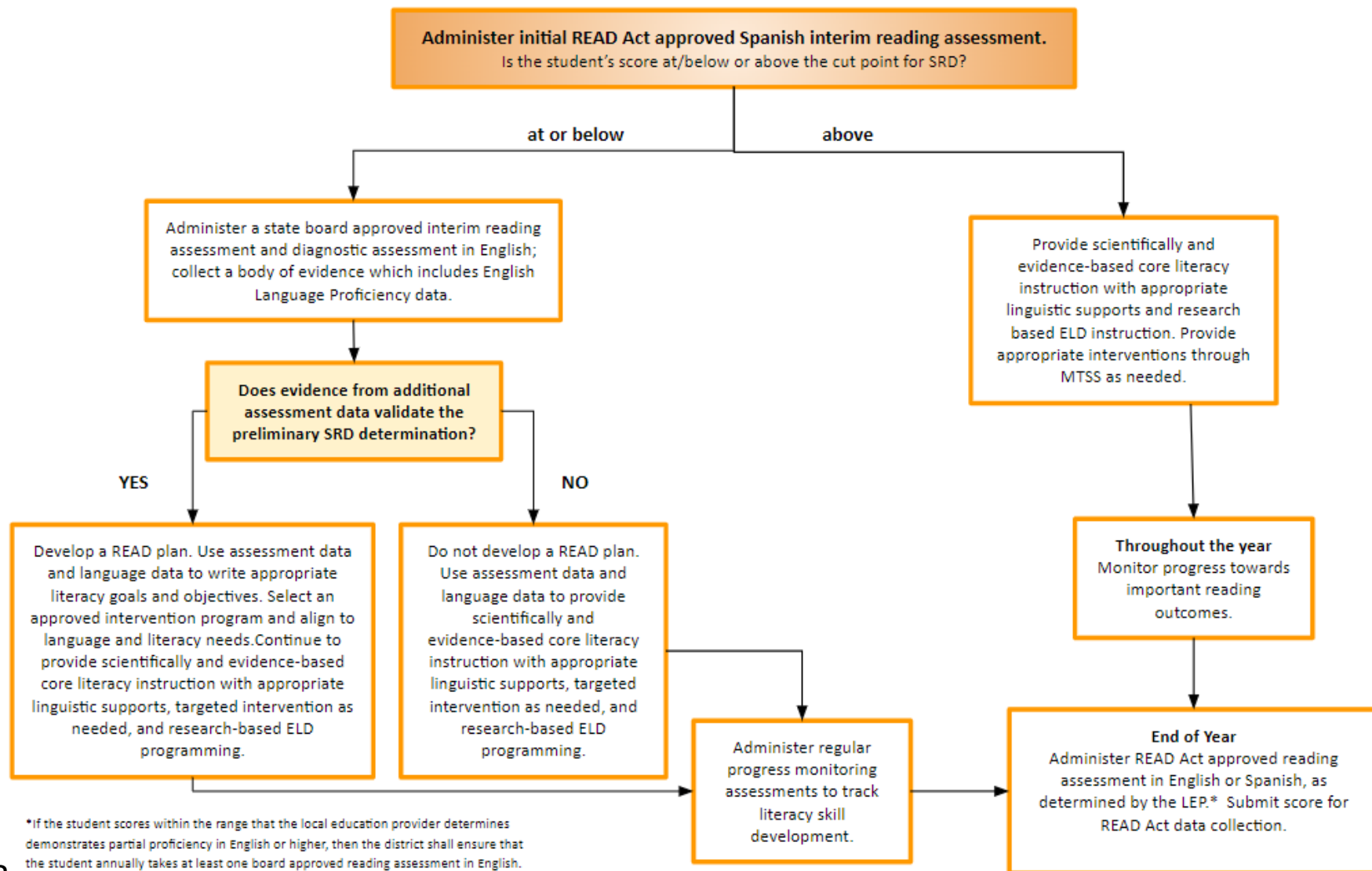
- Indicates a possible SRD; Administer Interim and diagnostic assessment in English
- If English data confirms the SRD, student receives a READ plan informed by all literacy and language assessment data

Receives
Instruction
in Spanish
and
English

- Indicates an SRD; Administer Spanish Diagnostic assessment
- Develop a READ plan for Spanish literacy
- Administer English assessment annually to inform instruction

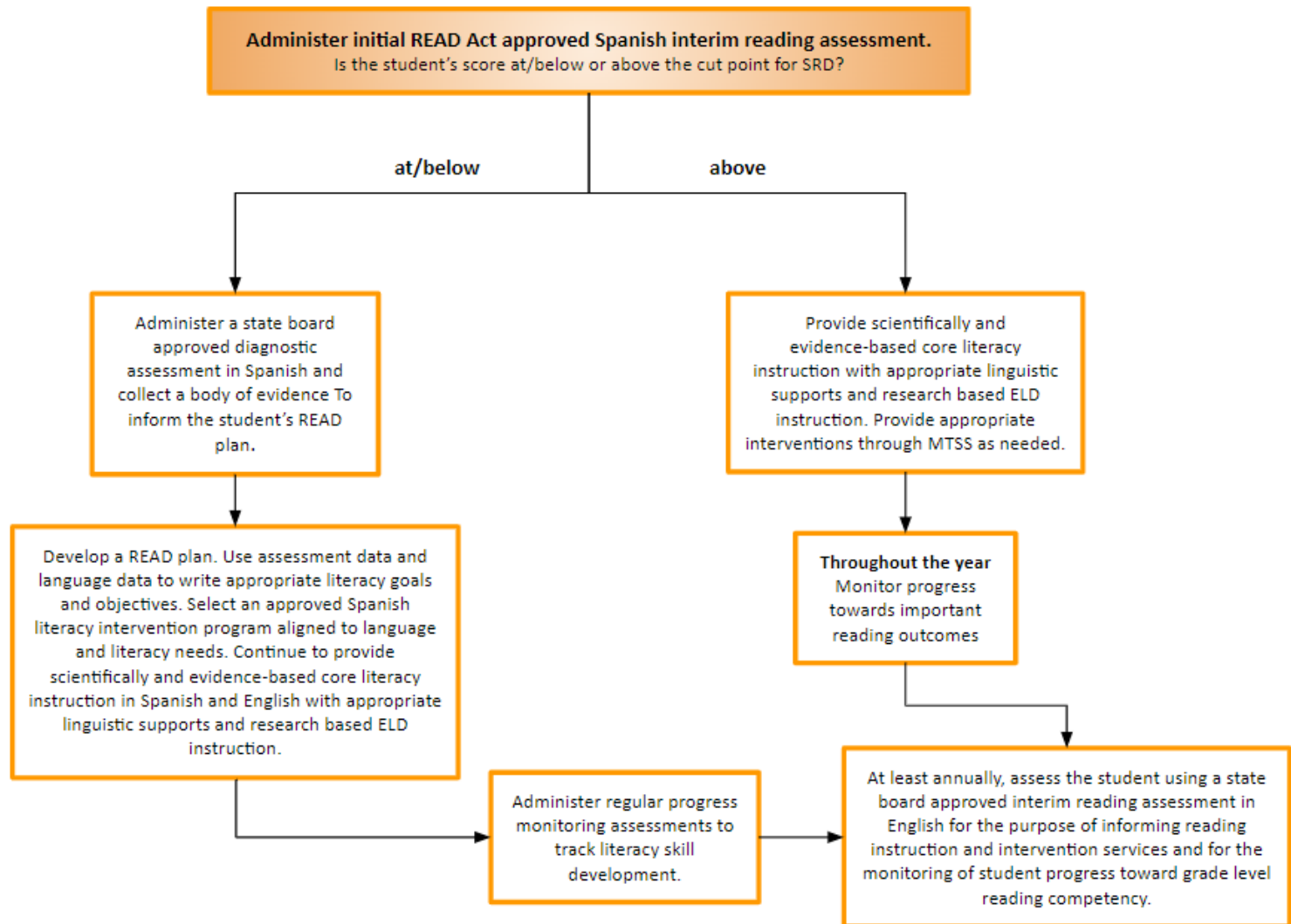
SRD Determination Process for English Learners who are Native Spanish Speakers Assessed in Spanish and who Receive Literacy Instruction in English

Districts who have K-3 students who are English learners and whose native language is Spanish shall determine, using English language proficiency ranges, whether the student takes the state board approved interim reading assessment in English or Spanish. In determining whether a student continues taking the reading assessments in Spanish, each district shall review the student's score on the most recent English language proficiency (ELP) assessments (ACCESS for ELLs, Kindergarten ACCESS, Alternate ACCESS). If the student is not yet partially proficient in English, the district may choose to assess in Spanish.



SRD Determination Process for English Learners Assessed in Spanish and who Receive Literacy Instruction in Spanish and English

For students who receive literacy instruction in both English and Spanish, the LEP may opt to utilize a state board approved interim reading assessment in Spanish to determine whether the student has a significant reading deficiency. In these instances, students shall also be assessed once annually using a state board approved interim reading assessment in English for the purpose of informing reading instruction and intervention services and for the monitoring of student progress toward grade level reading competency.



SRD Determination for ELs

If BoE review indicates SRD determination is necessary:

- Develop a READ plan that is informed by the interim and diagnostic assessments as well as data from native language assessments and additional assessments related to the student's English proficiency level.
- For any student, a READ plan must be continuously implemented until the student demonstrates grade level reading competency.

REGARDLESS OF WHETHER A READ PLAN IS DEVELOPED, ALL STUDENTS WHO DEMONSTRATE A NEED FOR ADDITIONAL SUPPORT SHOULD RECEIVE IT.



Questions about determining SRD?



Case Studies/Scenarios of assessment/SRD determination



Luz Elena – Grade 1

- 2nd year in U.S. School
Native Spanish speaker
- NEP
- English
literacy Instruction





Andrei – 2nd Grade

- Started in U.S. end of Kinder
- Native Russian speaker
- LEP
- English literacy Instruction

Carlos – Grade 3

- Native Spanish Speaker
- 2nd year in U.S. school
- Prior instruction in Spanish
- NEP



Axel – 1st Grade

- 2nd Year in U.S. School
- Native Spanish speaker
- NEP
- DLI Program – Spanish literacy Instruction



Ana – 1st Grade

- 2nd Year in U.S. School
- Native Spanish speaker
- NEP
- DLI Program – Spanish literacy Instruction



Questions

- How does the guidance and questions answered today align with what you're doing in your school or district?
- Where do you anticipate some changes and/or barriers to implementation?
- What additional questions do you have?
- What additional supports would you like to see regarding Multilingual Learners and the READ Act, literacy instruction, and literacy intervention?



Thank you!





Elementary Literacy and School Readiness Office

- Jamie Olson, Senior Literacy Consultant,
olson_j@cde.state.co.us

Office of Culturally and Linguistically Diverse Education

- Lindsay Swanton, CLDE Specialist & ELPA Coordinator,
swanton_l@cde.state.co.us