



COLORADO
Department of Education

Kindergarten School Readiness and READ Plans

Preschool – Third Grade Office
December 2020

Megan Prior Rogers

Kindergarten School Readiness Consultant

Preschool through Third Grade Office

Rogers_m@cde.state.co.us

720-326-2880

Andreia Simon

Senior Literacy Consultant

READ Act Communications & District
Support

Preschool through Third Grade Office

simon_a@cde.state.co.us

readact@cde.state.co.us

720-402-6049

Agenda & Intended Outcomes

Agenda:

1. Purpose, legislation and statutory background of assessments
2. Timeline and connections across assessments in K
3. Supporting the use of data and individual problem solving
4. Connecting individual student and trend data
5. Enabling contexts for data driven decision making
6. Documenting the process in individual plans

Objectives:

- Describe and compare the background of and connection between the required assessments in K.
- Review and illustrate how to use the problem-solving process across required assessments.
- Review requirements and flexibilities in documenting the DBDM process in individual plans.



Ready Child, Ready System

School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschool or kindergarten. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

~State Board of Education, 2017





Strong Foundations



A strong start is crucial to ensuring student's ultimate success in school, postsecondary education, in the workforce and in life.



Effective, engaging programming within an aligned system ready for every child will ensure a child's preparedness to benefit from learning experiences.

(§22-7-1002)

Strong Foundations

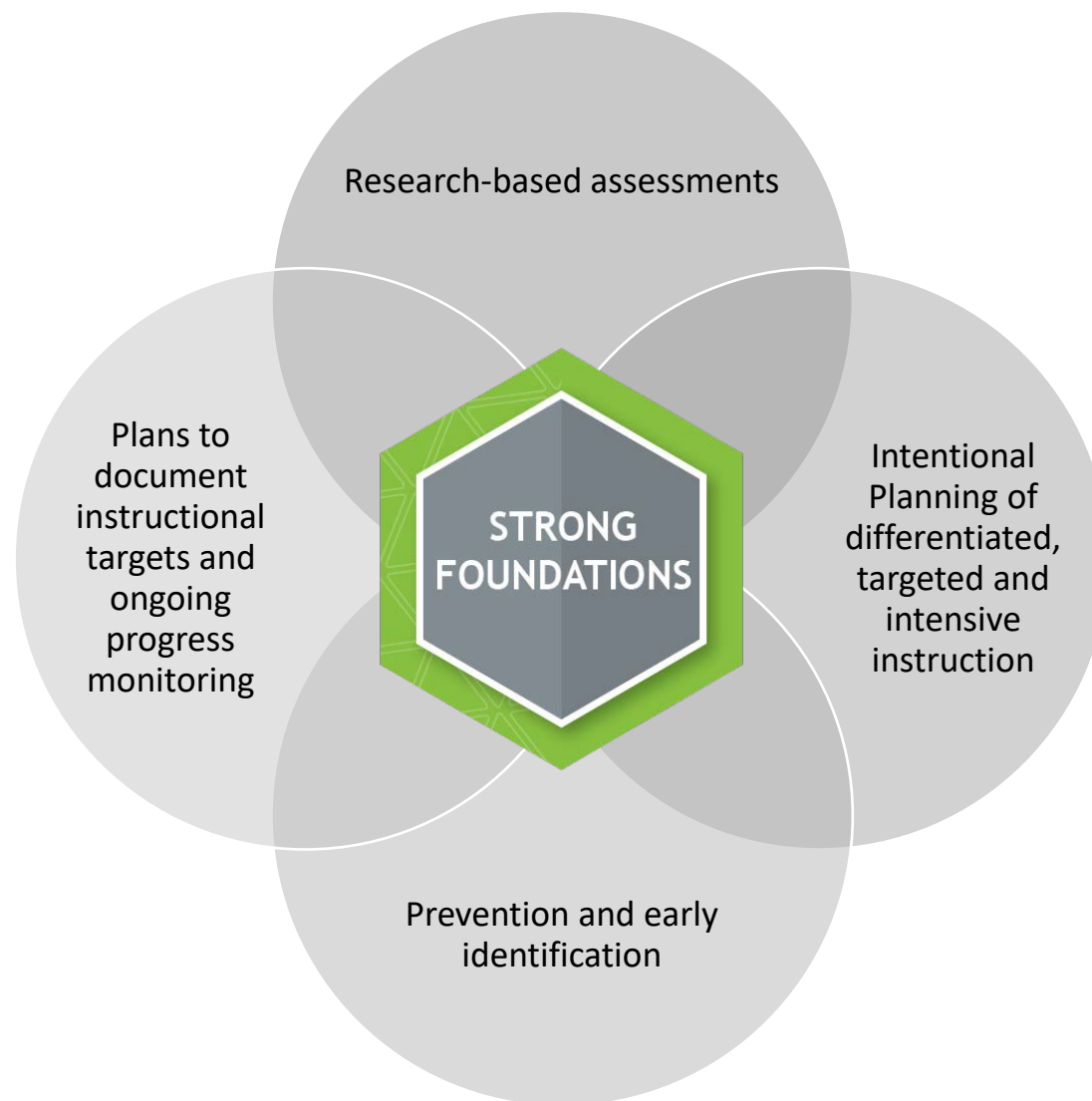
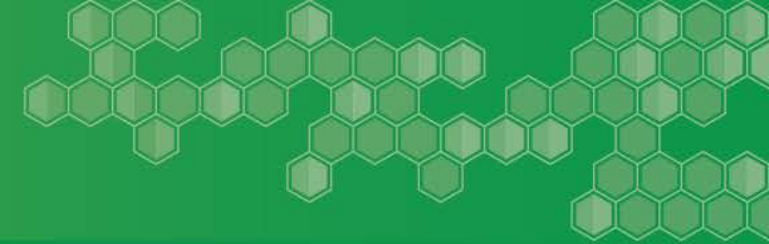
Colorado has prioritized early learning through its investments in the Colorado preschool program, established in 1988, and full-day kindergarten, and the general assembly recognizes that these investments can be best leveraged by adopting policies that support a continuum of learning from preschool through third grade and beyond.

(§22-7-1202 (b))



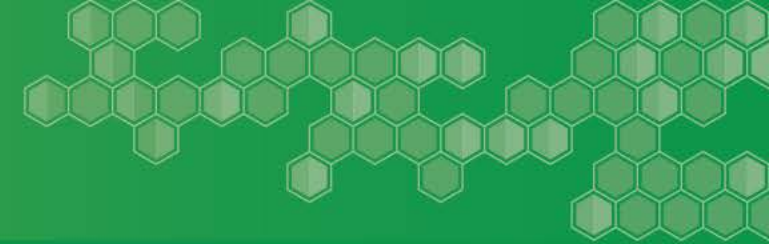


Strong Foundations





Strong Foundations



“... prevention and early intervention are better in both human and practical terms, than waiting until children’s reading difficulties become severe, entrenched and greatly compounded by behavioral or social emotional factors. Although individual children vary widely in the ease with which they learn to read, effective educational practices can make a tremendous difference in children’s reading outcomes.”

-- Louise Spear-Swerling



CAP4K and READ Act



CAP4K

State Board approved
definition and assessments

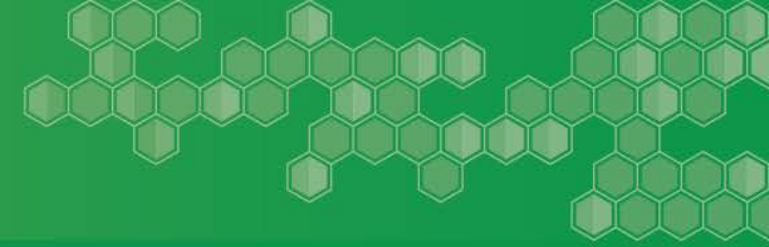
Administration of
assessments for all public K

School readiness plans

§22-7-1004; §22-7-1014



CAP4K and READ Act



READ Act

Teachers assess literacy development of K-3 students using an approved assessment

Teachers develop individual intervention plans (READ plans) for students identified with a Significant Reading Deficiency (SRD)

Schools implement the READ plan by providing targeted, scientifically- and evidence-based reading intervention

§22-7-1205



Individual Plans in Kindergarten

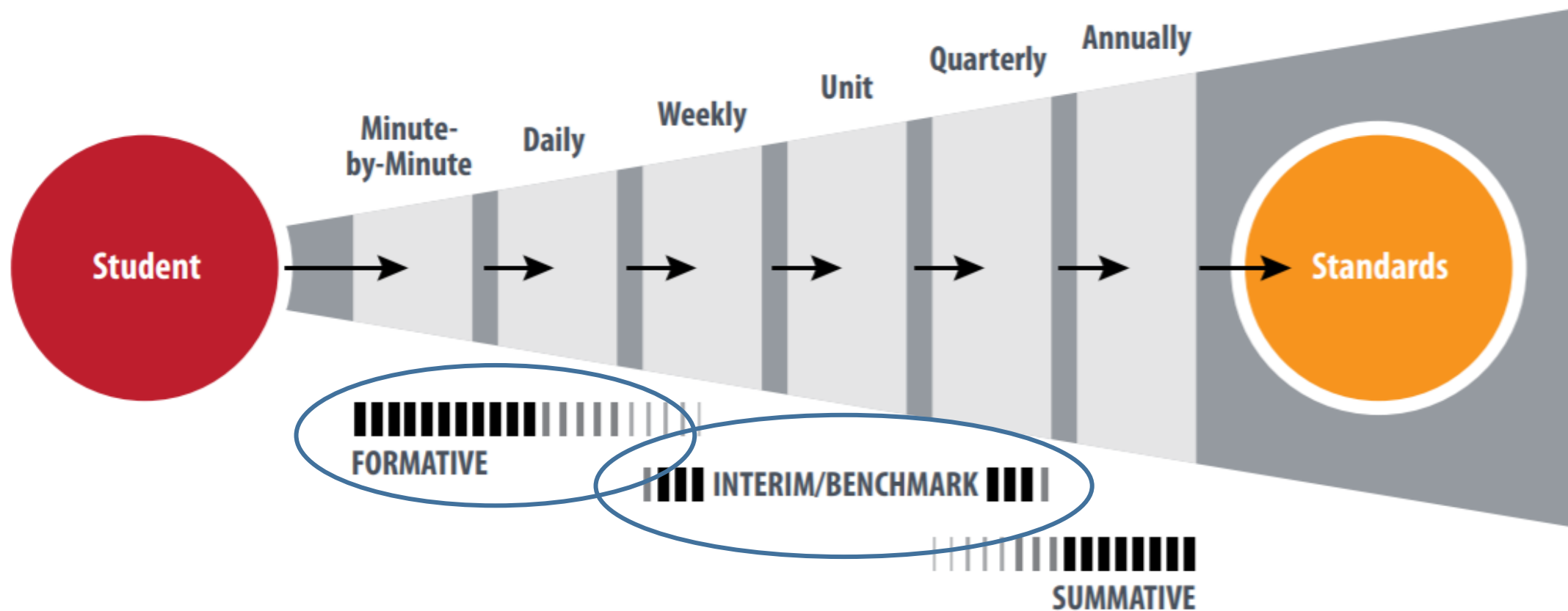
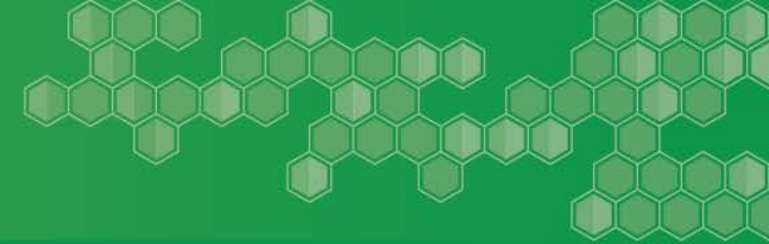
If a student is identified as having a significant reading deficiency, the local education provider shall include the student's READ plan created as a component of the student's individualized readiness plan created pursuant to §22-7-1014(1)(a)



Assessment

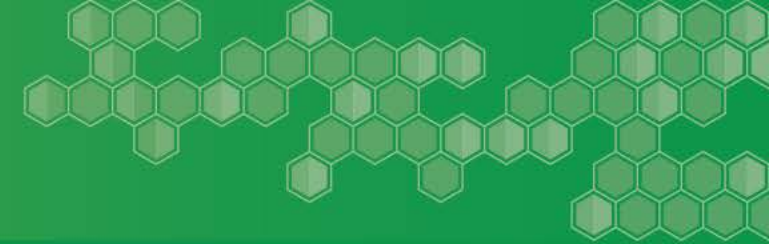


Assessment Continuum





Colorado Kindergarten Assessment



KSR

- Formative Assessment, measured along a continuum of learning and development
- Domains: Physical well-being and motor development, social and emotional development, language and comprehension development, cognition and general knowledge, including literacy and mathematics

Interim

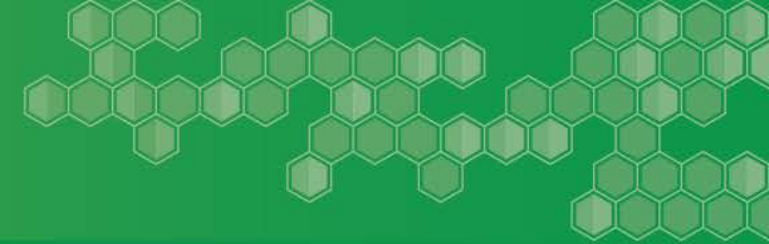
- **Screeners/Benchmark Assessment:** administered to all K-3 students 3 times/year; set of measures used to identify early literacy skills to identify students who may be at risk for reading difficulties, monitor progress, and examine effectiveness of instruction.
- **Early Literacy Skills:** predictive of reading acquisition and later reading achievement, improve outcomes for children if/when we teach them, serve as indicators (like a temperature check)

Diagnostic

- **Diagnostic Assessment:** administered to students identified by the interim as significantly at risk for reading difficulty.
- Provide specific information about student skills and deficits to target instruction/intervention



Approved Assessments



KSR

- DRDP-K
- COR-K
- NC KEA
- TS GOLD

Interim

- Aimsweb Plus
- Acadience Reading (formerly DIBELS Next)
- FastBridge
- iReady
- ISIP ER (Istation)
- PALS
- STAR Early Learning

Diagnostic

- iReady
- PALS
- STAR Early Literacy Assessment
- Pearson Peabody
- Acadience Reading Diagnostic (formerly DIBELS Deep)
- Woodcock-Munoz LS

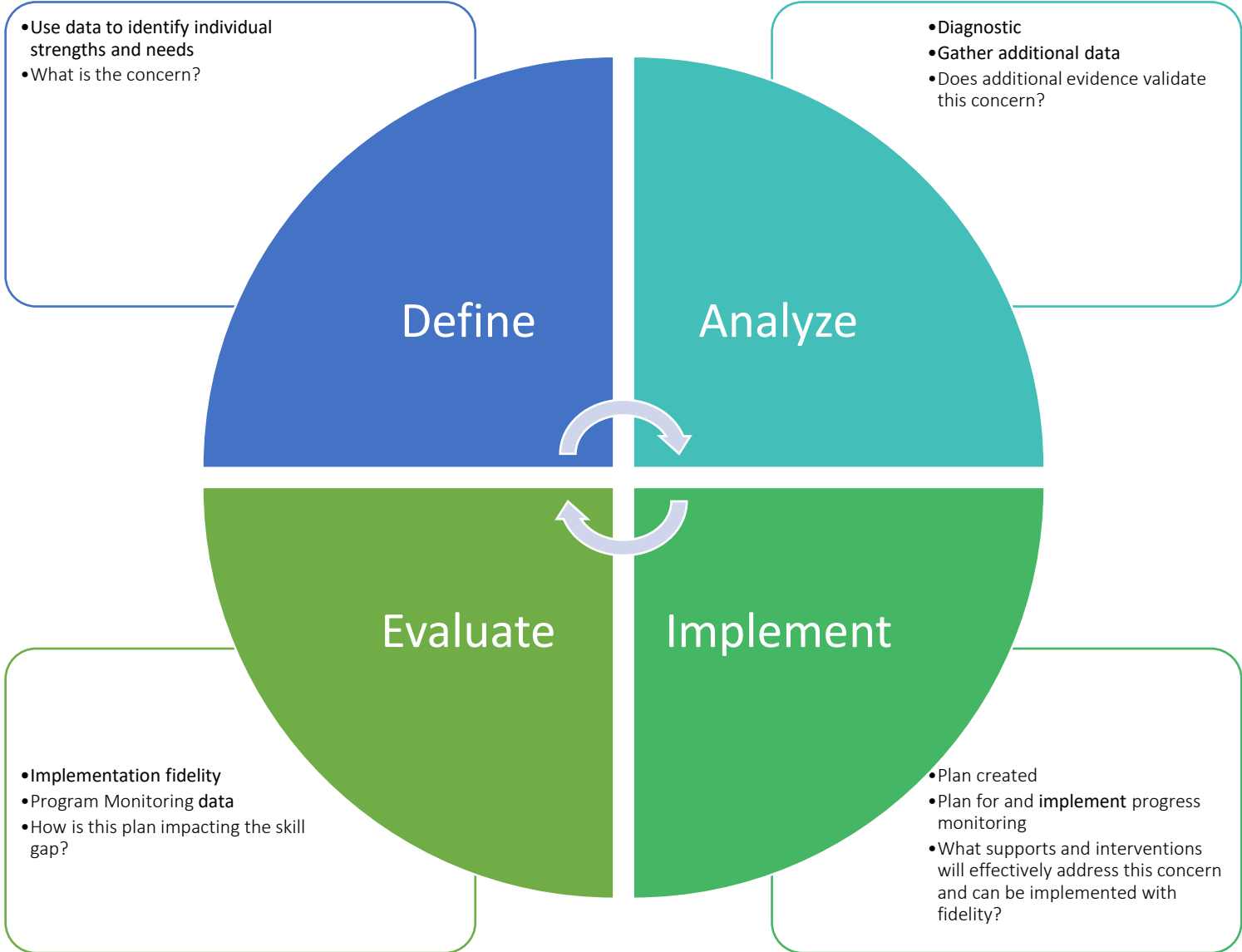
Kindergarten Assessment Timeline



Differentiated, core instruction	Remember the purpose of the assessment Initial data review for strengths and needs Use review to intentionally plan support and intervention.	Integrating K assessment data into instruction Understanding and analyzing data What is each data source telling us? Creating individual school readiness plan	Diagnostic for those who scored below the benchmark on the interim. Review of Body of Evidence Identification of SRD Plan as a component of READ of the KSR Plan
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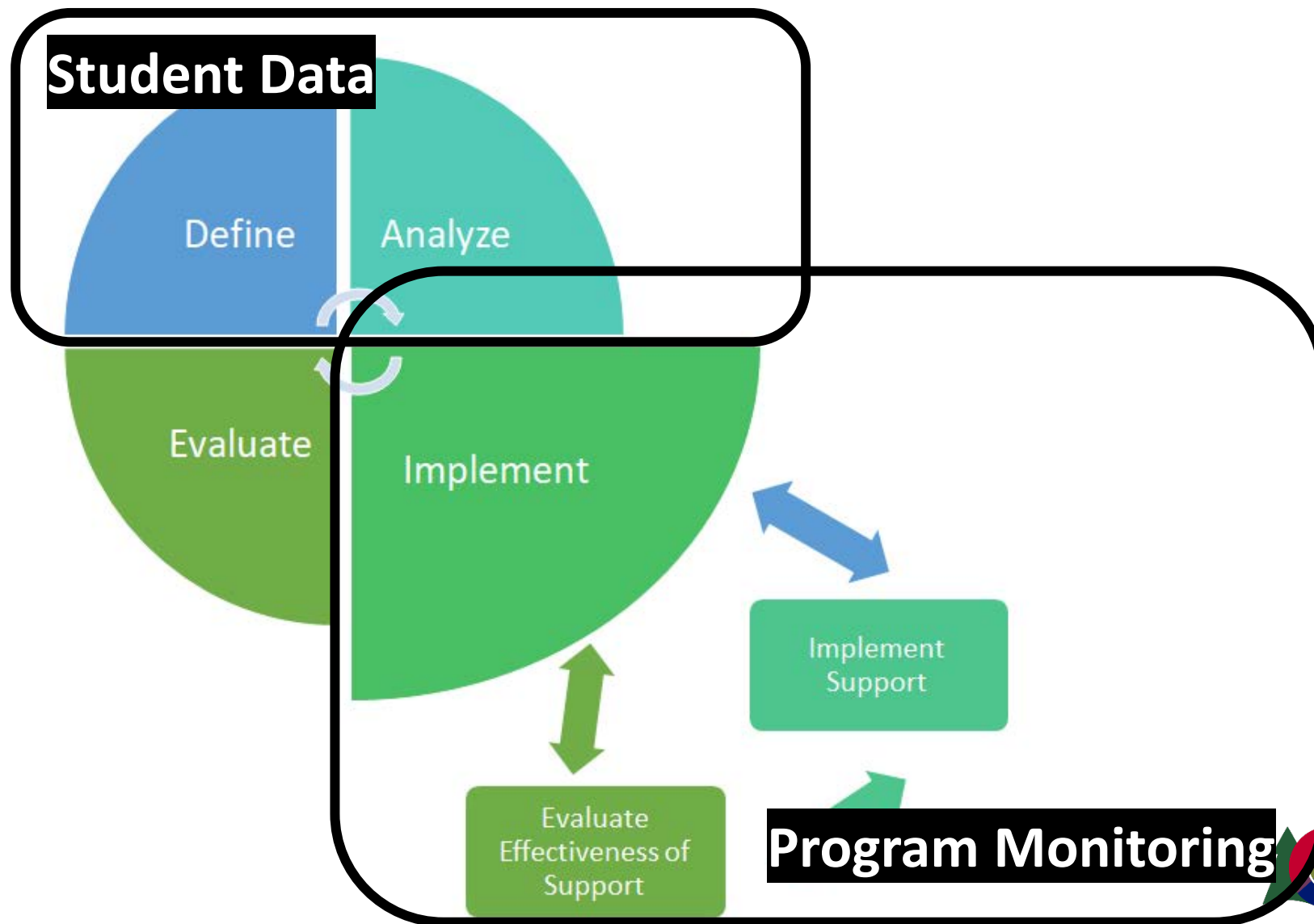
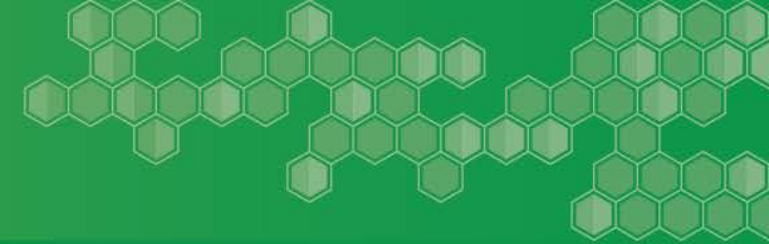
READ assessments may inform the KSR literacy domain, if completed within 60 calendar days.

Problem Solving Process





Program Monitoring



Intervention Programming

2020 Advisory List of Instructional Programming | cde.state.co.us/coloradoliteracy/advisorylistofinstructionalprogramming2020

Intervention Programming

- **95% Group** - Teaching Blending, Phonics Screeners for Intervention, Phonics Chip Kit, Phonics Lesson Library, Multisyllable Routine Cards
- **95% Group** - Phonological Awareness, Screener for Intervention, Phonological Awareness PA Lessons Deluxe Kit
- **95% Group** - Vocabulary Surge: Unleashing the Power of Word Parts (Level A & B)
- **Cengage** - Reach into Phonics Foundations
- **Istation** - Istation Espanol Lectura Temprana
- **Center for Collaborative Classroom** - SIPPS
- **McGraw Hill** - Wonder Works
- **Really Great Reading** - Blast
- **Valley Speech** - Esperanza

Intervention Programming - Approved by Specific Literacy Component

- **Center on Teaching and Learning** - ECRI
 - Kindergarten, First Grade and Second Grade for Phonological and Phonemic Awareness, Phonics and Word Study, and Text Reading Fluency. *This program must be used in combination with Wonders 2017.*
- **CR Success** - Prism Reading Program
 - Kindergarten, First Grade and Second Grade for Phonics & Word Study and Text Reading Fluency
- **"Curriculum Associates-i-Ready"**
 - Phonological & Phonemic awareness, Phonics, Vocabulary, and Listening and Reading comprehension.
- **Istation** - Istation Reading
 - Phonological & Phonemic Awareness, Phonics & Word Study, Vocabulary, Text Reading Fluency, and Listening Comprehension
- **Learning By Design** - Spell-Links
 - Phonological & Phonemic Awareness (basic & advanced levels), Phonics & Word Study, and Fluency
- **Lexia** - Core 5 Reading
 - Phonological & Phonemic Awareness (early & basic levels), Vocabulary, Phonics & Word Study (advanced level), Vocabulary, Listening Comprehension and Text Reading Fluency
- **Mindplay** - Mindplay Virtual Reading Coach
 - Phonological & Phonemic Awareness, Phonics & Word Study, Text Reading & Fluency and Comprehension
- **Orton Gillingham** - Yoshimoto Orton Gillingham Phonological & Phonemic Awareness, Phonics & Word Study, Vocabulary, and Text Reading Fluency
- **Reading Horizons** - Reading Horizons Discovery
 - Phonics and Word Study
- **Really Great Reading** - Countdown
 - Phonological & Phonemic Awareness
- **Spalding** - The Writing Road to Reading
 - Phonics & Word Study, Vocabulary, Text Reading Fluency
- **Valley Speech and Learning Center** - WELLS 2
 - Phonological & Phonological Awareness, Phonics & Word Study, Vocabulary and Text Reading Fluency
- **Voyager Sopris Learning** - Passport
 - Phonological & Phonemic Awareness, Phonics & Word Study, and Text Reading Fluency
- **Wilson** - Wilson Reading System
 - Phonological & Phonemic Awareness, Phonics & Word Study, Vocabulary, and Text Reading Fluency



Data Decision Making Student Profiles

Student Profile 1: Low Risk

Data Decision Making: Student Profile 1

DIBELS NextColorado Department of Education - Regional, Colorado Department of
Education - Regional Groups**Aard_K, Richard****Demo Yetter****Kindergarten (2020-2021)****BOY****MOY****EOY****DIBELS Next®**
Composite Score **29**

Core

TRC**FSF**

Score

16

Goal

10**30****LNF**

Score

13

Goal

N/A**N/A****N/A****PSF**

Score

Goal

20**40****NWF**

Score

Goal

17**28****NWF**

Score

Goal

N/A**N/A****TRC**

Book Level

Goal

RB**B****C****WR**

List A (Max 24)

List B (Max 24)

List C (Max 24)

Yetter, Tammy**b. Notices and discriminates alliteration**

	Not Yet	1	2	3	4	5	6	7	8	9
			Sings songs and recites rhymes and refrains with repeating initial sounds • Sings, "I'm bringing home a baby bumble bee..."		Shows awareness that some words begin the same way • Says, "Max and Maya...our names start the same!"		Matches beginning sounds of some words • Groups objects or pictures that begin with the same sound • Picks up a toy bear when asked, "What begins the same way as box, baby, and bike?"		Isolates and identifies the beginning sound of a word • Says, "/m-m-m/", when asked "What is the first sound of the word milk?" • Responds, "/t/", after being asked, "What's the beginning sound of toy, toad and teeth?"	

Objective 16 Demonstrates knowledge of the alphabet**a. Identifies and names letters**

	Not Yet	1	2	3	4	5	6	7	8	9
			Recognizes and names a few letters in own name		Recognizes and names as many as 10 letters, especially those in own name		Identifies and names 11-20 upper- and 11-20 lowercase letters when presented in random order		Identifies and names all upper- and lowercase letters when presented in random order	



Data Decision Making: Student Profile 1

First Sound Fluency					Richard Aard_K, Kindergarten, BOY - 11/18/2020				
Test Items	Correct / 2 Points	Correct / 1 Point			Incorrect				
laughed	/l/	/la/			0				
pine	/p/	/pie/			0				
skirt	/s/	/sk/	/sker/		0				
flag	/f/	/fi/	/fia/		0				
rang	/r/	/ra/			0				
crow	/k/	/kr/			0				
hide	/h/	/hie/			0				
blame	/b/	/bli/	/blai/		0				
deck	/d/	/de/			0				
crab	/k/	/kr/	/kra/		0				
bright	/b/	/br/	/brie/		0				
knock	/n/	/no/			0				

Status

FSF

Score: 16 First Sounds/Minute

Percentile: Not Calculated

Assessor

Yetter, Tammy

Notes

Response Patterns

☐ Makes random errors

☐ Says letter name

☐ Makes consistent errors on specific sound(s)

☐ Other

Motivation

Affect

Interest

Focus

Moderate

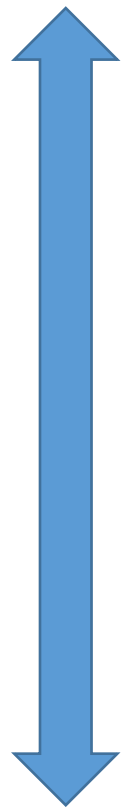
Moderate

Moderate



Skills Continuum

Harder



Easier

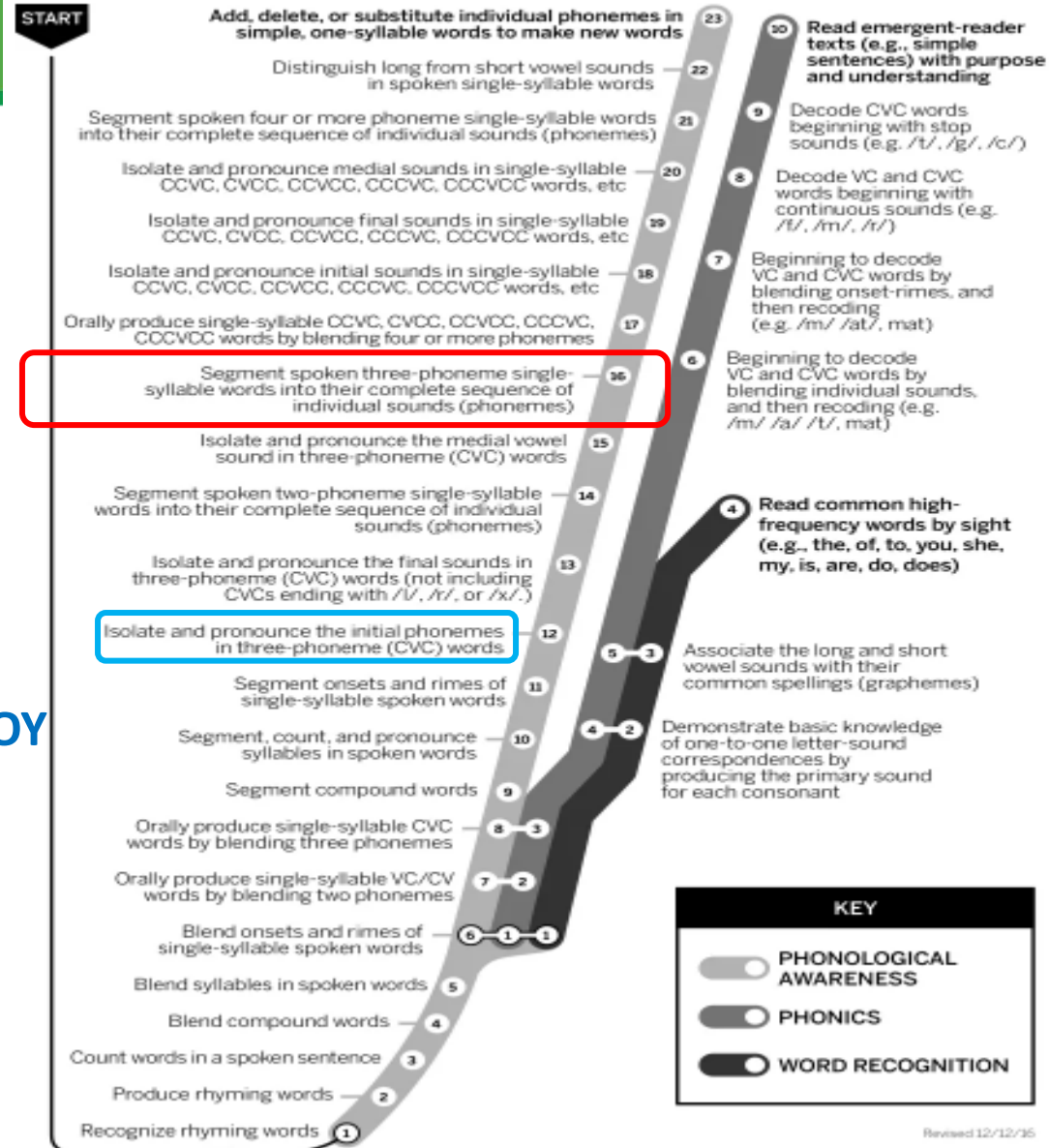
**Phoneme Segmentation
Fluency Measure**

Kindergarten MOY & EOY

**First Sound
Fluency Measure**

Kindergarten BOY & MOY

Kindergarten Skills Map



	Not Yet	1	2	3	4	5	6	7	8	9
			Sings songs and recites rhymes and refrains with repeating initial sounds <ul style="list-style-type: none"> Sings, "I'm bringing home a baby bumble bee..." 		Shows awareness that some words begin the same way <ul style="list-style-type: none"> Says, "<i>Max</i> and <i>Maya</i>...our names start the same!" 		Matches beginning sounds of some words <ul style="list-style-type: none"> Groups objects or pictures that begin with the same sound Picks up a toy bear when asked, "What begins the same way as <i>bobby</i>, <i>baby</i>, and <i>bike</i>?" 		Isolates and identifies the beginning sound of a word <ul style="list-style-type: none"> Says "/m-m-m/", when asked "What is the first sound of the word <i>milk</i>?" Responds, "/t/" after being asked, "What's the beginning sound of <i>toy</i>, <i>toe</i>, and <i>teeth</i>?" 	



Data Decision Making: Student Profile 1



LNF Letter Naming Fluency

Richard Aard_K, Kindergarten, BOY - 11/19/2020

s	J	z	v	e	X	T	t	V	D
f	F	W	Q	P	q	l	c	O	o
R	n	B]	w	g	E	d	u	p
S	m	x	L	k	Z	a	Y	H	j
i	K	U	M	G	r	A	N	h	C
l	b	S	F	f	u	L	A	m	B
V	T	Y	G	e	W	E	a	N	X
l	b	M	C	q	z	P	x	i	Q
g	J	O	s	d	Z	K	o	v	j

Status

LNF



0 110

Score: 13 Letter Names/Minute

Percentile: Not Calculated ⁰

Assessor

Yetter, Tammy

Notes

Response Patterns

- ☐ Makes random errors
- ☐ Makes consistent errors on specific letter(s)
- ☐ Says letter sound instead of letter name
- ☐ Doesn't track correctly
- ☐ Other

a. Identifies and names letters

[illegible]



Student Profile 2: At Some Risk

Data Decision Making: Student Profile 2

DIBELS Next

Colorado Department of Education - Regional, Colorado Department of Education - Regional Groups

Yetter, Tammy

Aarenson_K, Ann

Demo YetterT, Kindergarten, BOY

		Kindergarten (2020-2021)		
		BOY	MOY	EOY
DIBELS Next®				
Composite Score		18 Strategic		
TRC				
FSF	Score	8		
	Goal	10	30	
LNF	Score	10		
	Goal	N/A	N/A	N/A
PSF	Score			
	Goal		20	40
NWF	Score			
CLS	Goal		17	28
NWF	Score			
WWR	Goal		N/A	N/A
TRC	Book Level			
	Goal	RB	B	C
WR	List A (Max 24)			
	List B (Max 24)			
	List C (Max 24)			

b. Notices and discriminates alliteration

Not Yet	1	2	3	4	5	6	7	8	9
		Sings songs and recites rhymes and refrains with repeating initial sounds • Sings, "I'm bringing home a baby bumble bee..."		Shows awareness that some words begin the same way • Says, "Max and Maya...our names start the same!"		Matches beginning sounds of some words • Groups objects or pictures that begin with the same sound • Picks up a toy bear when asked, "What begins the same way as box, baby, and bike?"		Isolates and identifies the beginning sound of a word • Says, "/m-m-m/" when asked "What is the first sound of the word milk?" • Responds, "/t/" after being asked, "What's the beginning sound of toy, toe, and teeth?"	

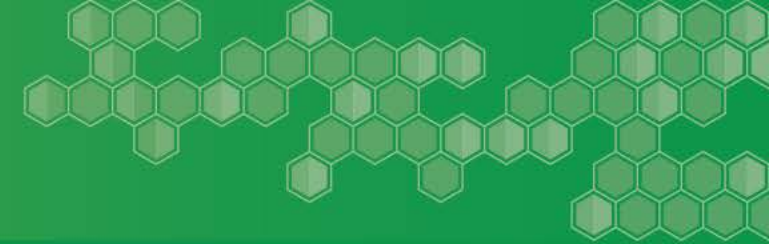
Objective 16 Demonstrates knowledge of the alphabet

a. Identifies and names letters

Not Yet	1	2	3	4	5	6	7	8	9
		Recognizes and names a few letters in own name		Recognizes and names as many as 10 letters, especially those in own name		Identifies and names 11-20 upper- and 11-20 lowercase letters when presented in random order		Identifies and names all upper- and lowercase letters when presented in random order	

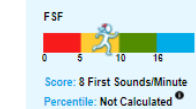


Data Decision Making: Student Profile 2



FSF First Sound Fluency					Ann Aarensen_K, Kindergarten, BOY - 11/20/2020		
Test Items	Correct / 2 Points	Correct / 1 Point		Incorrect			
laughed	/l/	/la/		0			
pine	/p/	/pie/		0			
skirt	/s/	/sk/	/sker/	0			
flag	/f/	/fi/	/fia/	0			
rang	/r/	/ra/		0			
crow	/k/	/kr/		0			
hide	/h/	/hie/		0			
blame	/b/	/bl/	/blai/	0			
deck	/d/	/de/		0			
crab	/k/	/kr/	/kra/	0			

Status



Assessor




Yetter, Tammy

Notes

Response Patterns

- ☐ Makes random errors
- ☐ Says letter name
- ☐ Makes consistent errors on specific sound(s)
- ☐ Other

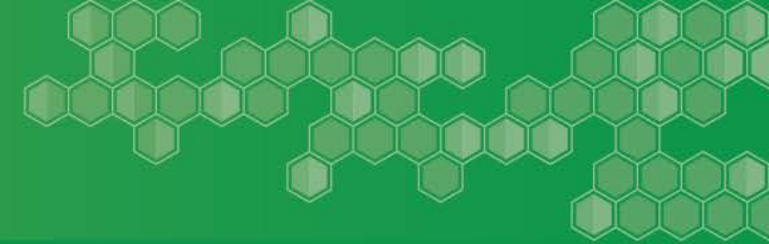
Motivation

Affect	Interest	Focus
		
Moderate	Moderate	Moderate

[illegible]



Data Decision Making: Student Profile 2



LNF Letter Naming Fluency

Ann Aarensen_K, Kindergarten, BOY - 11/20/2020

s	J	z	v	e	X	T	t	V	D
f	F	W	Q	P	q	l	c	O	o
R	n	B	w	g	E	d	u	p	y
S	m	x	L	k	Z	a	Y	H	j
i	K	U	M	G	r	A	N	h	C
l	b	S	F	f	u	L	A	m	B
V	T	Y	G	e	W	E	a	N	X
l	b	M	C	q	z	P	x	i	Q
g	J	O	s	d	Z	K	o	v	j

Status

LNF



0

110

Score: 10 Letter Names/Minute

Percentile: Not Calculated⁰

Assessor

Yetter, Tammy

Notes

Response Patterns

- ☐ Makes random errors
- ☐ Makes consistent errors on specific letter(s)
- ☐ Says letter sound instead of letter name
- ☐ Doesn't track correctly
- ☐ Other

a. Identifies and names letters

[illegible]




Student Profile 3: At Significant Risk

Data Decision Making: Student Profile 3

DIBELS Next

Colorado Department of Education - Regional, Colorado Department of Education - Regional Groups

Yetter, Tammy

Aarenson_K, Ann				Demo YetterT, Kindergarten, BOY			
				Kindergarten (2020-2021)			
				BOY	MOY	EOY	
DIBELS Next® Composite Score				 5 Intensive			
TRC							
FSF	Score	1					
	Goal	10		30			
LNF	Score	4					
	Goal	N/A		N/A	N/A	N/A	
PSF	Score						
	Goal			20	40		
NWF CLS	Score						
	Goal			17	28		
NWF WWR	Score						
	Goal			N/A	N/A		
TRC	Book Level						
	Goal	RB		B	C		
WR	List A (Max 24)						
	List B (Max 24)						
	List C (Max 24)						

b. Notices and discriminates alliteration

Not Yet	1	2	3	4	5	6	7	8	9
		Sings songs and recites rhymes and refrains with repeating initial sounds • Sings, "I'm bringing home a baby bumble bee..."		Shows awareness that some words begin the same way • Says, "Max and Maya...our names start the same!"		Matches beginning sounds of some words • Groups objects or pictures that begin with the same sound • Picks up a toy bear when asked, "What begins the same way as box, baby, and bike?"		Isolates and identifies the beginning sound of a word • Says, "/m-m-m/," when asked "What is the first sound of the word milk?" • Responds, "/t/," after being asked, "What's the beginning sound of toy, toe, and teeth?"	

Objective 16 Demonstrates knowledge of the alphabet
a. Identifies and names letters

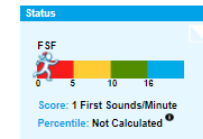
Not Yet	1	2	3	4	5	6	7	8	9
		Recognizes and names a few letters in own name		Recognizes and names as many as 10 letters, especially those in own name		Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order		Identifies and names all upper- and lowercase letters when presented in random order	



Data Decision Making: Student Profile 3



FSF First Sound Fluency					Ann Aarensen_K, Kindergarten, BOY - 11/20/2020				
Test Items	Correct / 2 Points	Correct / 1 Point			Incorrect				
laughed	/l/	/la/			0				
pine	/p/	/pie/			0				
skirt	/s/	/sk/	/sker/		0				
flag	/f/	/fl/	/fla/		0				
rang	/r/	/ra/			0				
crow	/k/	/kr/			0				
hide	/h/	/hie/			0				
blame	/b/	/bl/	/blai/		0				
deck	/d/	/de/			0				
crab	/k/	/kr/	/kra/		0				



Assessor

Yetter, Tammy

Notes

- Response Patterns
- ☐ Makes random errors
 - ☐ Says letter name
 - ☐ Makes consistent errors on specific sound(s)
 - ☐ Other

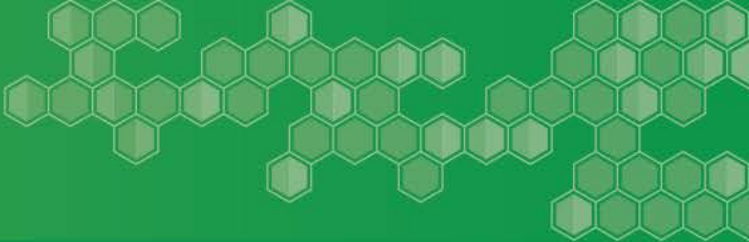
Motivation

Affect	Interest	Focus
Moderate	Moderate	Moderate





Data Decision Making: Student Profile 3



LNF Letter Naming Fluency

Ann Aarensen_K, Kindergarten, BOY - 11/20/2020

s	J	z	v	e	X	T	t	V	D
f	F	W]	Q	P	q	l	c	O
R	n	B	w	g	E	d	u	p	y
S	m	x	L	k	Z	a	Y	H	j
i	K	U	M	G	r	A	N	h	C
l	b	S	F	f	u	L	A	m	B
V	T	Y	G	e	W	E	a	N	X
l	b	M	C	q	z	P	x	i	Q
g	J	O	s	d	Z	K	o	v	j
D	t	h	w	R	U	c	r	l	k

Status

LNF

0110

Score: 4 Letter Names/Minute

Percentile: Not Calculated

Assessor

Yetter, Tammy

Notes

Response Patterns

☐ Makes random errors
 ☐ Makes consistent errors on specific letter(s)
 ☐ Says letter sound instead of letter name
 ☐ Doesn't track correctly
 ☐ Other



a. Identifies and names letters

2
Recognizes and names a few letters in own name

Objectives for Development & Learning

Birth Through Third Grade

Social-Emotional

1. Regulates own emotions and behaviors
 - a. Manages feelings
 - b. Follows limits and expectations
 - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
 - a. Forms relationships with adults
 - b. Responds to emotional cues
 - c. Interacts with peers
 - d. Makes friends
3. Participates cooperatively and constructively in group situations
 - a. Balances needs and rights of self and others
 - b. Solves social problems

Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
 - a. Uses fingers and hands
 - b. Uses writing and drawing tools

Language

8. Listens to and understands increasingly complex language
 - a. Comprehends language
 - b. Follows directions
9. Uses language to express thoughts and needs
 - a. Uses an expanding expressive vocabulary
 - b. Speaks clearly
 - c. Uses conventional grammar
 - d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
 - a. Engages in conversations
 - b. Uses social rules of language

Cognitive

11. ~~Demonstrates~~ positive approaches to learning
 - a. Attends and engages
 - b. Persists
 - c. Solves problems
 - d. Shows curiosity and motivation
 - e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
 - a. Recognizes and recalls
 - b. Makes connections
13. Uses classification skills
14. Uses symbols and images to represent something not present
 - a. Thinks symbolically
 - b. Engages in sociodramatic play

Literacy

15. Demonstrates phonological awareness, phonics skills, and word recognition
 - a. Notices and discriminates rhyme
 - b. Notices and discriminates alliteration
 - c. Notices and discriminates discrete units of sound
 - d. Applies phonics concepts and knowledge of word structure to decode text
16. Demonstrates knowledge of the alphabet
 - a. Identifies and names letters
 - b. Identifies letter-sound correspondences
17. Demonstrates knowledge of print and its uses
 - a. Uses and appreciates books and other texts
 - b. Uses print concepts
18. Comprehends and responds to books and other texts
 - a. Interacts during reading experiences, book conversations, and text reflections
 - b. Uses emergent reading skills
 - c. Retells stories and recounts details from informational texts
 - d. Uses context clues to read and comprehend texts
 - e. Reads fluently
19. Demonstrates writing skills
 - a. Writes name
 - b. Writes to convey ideas and information
 - c. Writes using conventions

Potentially influencing engagement in and benefit from in learning activities.



Enabling Contexts for Data Review



School Leaders

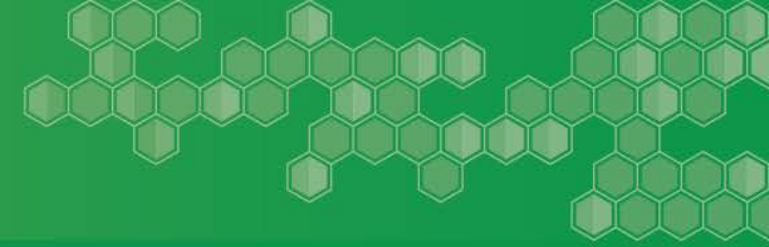
- Use data to plan for the most optimal school organization strategies, including:
 - Screening for potential intervention needs
 - Creating school schedules to best meet learning needs
 - Channeling resources to support remediation and other supports for individual and small groups of students
- Organize professional learning activities
 - Focus professional learning on the priority areas flagged by the assessment.
 - Find ways to celebrate and capitalize on relative strengths identified.
 - Along with other data, use assessment results to support monitoring and program evaluation.

Marion, et al., 2020





Enabling Contexts for Data Review



School Leaders:

- Support teachers in making fluid data-based decisions to adjusting instruction
 - Demonstrate when and how teachers can put into practice the findings from the assessments, highlighting just-in-time support for grade-level instruction. Prioritize, support, and provide space for teachers' pre-assessment and formative assessment practices.
 - Provide time and structure to encourage teachers to use flexible, short-term groupings based on student profiles, if appropriate.
 - Caution teachers against instructional approaches that exclusively address gaps as a prerequisite to teaching grade-level content.
 - Avoid implementing extensive remediation or retention initiatives that delay student exposure to grade-level content.

Marion, et al., 2020

INDIVIDUAL PLANS

SR and READ Plan Comparisons



	School Readiness Plan	READ Plan
Purpose	Monitor progress toward school readiness for all students	Address identified reading deficiency with entrance & exit criteria for students below benchmark
Foundation	Addresses K standards	Grade level expectations adopted by SBE
Contents	Knowledge and skill areas in need of assistance	Targets specific literacy skill deficits
Timeline	Following completion of fall KSR assessment	Following the completion of diagnostic assessment and review of a body of evidence.
Continuation	Components can remain part of READ plan following end of K	Entrance and exit criteria

All Kindergarten Students

Individual School Readiness Plan:

- Includes student's strengths and goals
- Goals may include those specific to literacy.
- Engage families in identifying goals and supporting student
- Monitor's progress toward school readiness
- Formats may include:
 - District designed template
 - Vendor reports may inform

Some Kindergarten Students

- Student requires a READ plan as a component of the school readiness plan.
- Required components of each plan must be addressed
- Format may include:
 - District designed template
 - Vendor created templates
 - Designed combined plan





READ Plan Required Components



- ☐ Interim/Benchmark assessment results
- ☐ diagnostic assessment results including specific skill deficiencies
- ☐ end of year goal
 - ☐ ongoing objectives to meet the end of year goal
- ☐ aligned interventions and services (in addition to 90 minutes of evidence-based universal instruction),
- ☐ progress monitoring,
- ☐ specific family communication and involvement in supporting the READ Plan,
- ☐ supplemental services, and
- ☐ If student has a READ Plan for more than one year:
 - ☐ Additional, more rigorous strategies and intervention instruction to assist the student in achieving grade level competency

PURPOSE: Plans to Support Practice

Intentional Planning

- Differentiated learning that considers the developmental and academic needs of each child as a prevention strategy.

Early Identification

- Timely assessments and data analysis support the identification of risk factors and create opportunities for intervention and prevention.

Family and School Engagement

- Families engaged in the process to build collaboration, communication and support for students.

School Success

- Documentation of student data, supports, and outcomes creates opportunities for collaboration between a child's teachers over time.



Reflections to Support Success



- What internal structures and processes would support the use of kindergarten assessment data to drive instruction and improve student outcomes?
- What professional development (training and coaching) is needed to support connecting and using kindergarten assessment data to inform instruction?
- How might individual plans support vertical communication about students through transitions?



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Megan Prior Rogers

Kindergarten School Readiness Consultant

Preschool through Third Grade Office

Rogers_m@cde.state.co.us

720-326-2880

Andreia Simon

Senior Literacy Consultant

READ Act Communications & District
Support

Preschool through Third Grade Office

simon_a@cde.state.co.us

readact@cde.state.co.us

720-402-6049

