

CBLA RULES

1 CCR 301-42 RULES FOR THE ADMINISTRATION OF COLORADO BASIC LITERACY ACT

2207501-R-1.00 Statement of Basis and Purpose.

The statutory basis for these Rules is found in the Colorado Revised Statutes 22-2-106(1)(a) and (c), 22-2-107(1)(c), and 22-7-501 - 507, Colorado Basic Literacy Act. These Rules establish the standards and criteria for the assessment of literacy in all students Kindergarten through third grades. The Act calls for the State Board of Education to determine the reading readiness level for Kindergarten pupils and literacy and reading comprehension levels for pupils in first, second and third grades; approve and identify to each school district instruments for assessing the basic reading skill and reading comprehension of each pupil in first, second and third grades; and promulgate rules to permit exceptions to the retention of pupils in third grade reading class.

1.01 The Basic Purposes of the Colorado Basic Literacy Act

- To provide a process for the State Board to fulfill its constitutional responsibility for supervising the public schools of the State.
- To provide pupils with the literacy skills essential for success in school and life.
- To promote high literacy standards for all students in Kindergarten through third grade.
- To help all schools improve the educational opportunities for literacy and performance for all students.
- To ensure that all students are adequately prepared to meet the Fourth Grade Colorado Academic Standards in Reading, Writing and Communicating as stated in H.B. 93-1313.

1.02 Introduction

These rules describe the requirements for implementing the Colorado Basic Literacy Act. The first part defines terms used throughout this document. The second part specifies procedures necessary to implement the Colorado Basic Literacy Act. The third part states the criteria for selection of reading assessment instruments. The fourth part lists the exceptions to the law.

2.0 Definitions

- 2.01 Adequately validated accepted scientific standards: Standards based on rigorous, systematic and objective procedures that allow the user to predict with confidence that a decision (e.g., student assessment result, selection of reading strategy or program) is appropriate.
- 2.02 All students: Every student regardless of gender, socioeconomic level; disadvantaged status; racial, ethnic, or cultural background; exceptional abilities; or limited English proficiency. (For clarification on implementation of the Rules, refer to Section 5.)
- 2.03 Body of evidence: A collection of data about a student which, when seen in its entirety, documents a student's performance level.
- 2.04 Comprehension: The reason for reading; making meaning of the written word.
- 2.05 Duration: For the purposes of documenting response to intervention, duration refers to the length (number of minutes) of a session multiplied by the number of sessions per school year. "Sufficient duration" is dependent on a number of factors including the program or strategy being used, the age of the student, and the severity of the deficit involved. Some programs offer guidelines or recommendations for duration.

- 2.06 Explicit: Explicit instruction involves direct explanation. Concepts are clearly explained and skills are clearly modeled, with ambiguity (Carnine, 2006). The teacher's language is concise, specific and related to the objective.
- 2.07 Fidelity: Fidelity refers to the accuracy, loyalty and attentiveness with which an intended research design for instruction and/or intervention is implemented. To ensure standardization, intervention specialists must generally follow a prescribed protocol in order to attend to a program's or strategy's fidelity.
- 2.08 Fluency: The capacity to read words in connected text with sufficient accuracy and speed to comprehend what is read.
- 2.09 Frequency: How often a behavior or an intervention occurs. Commonly used in Functional Behavioral Analysis (FBA) and Response to Intervention (RtI) research in the context of the three most important factors in considering behaviors of concern: Frequency, Intensity, and Duration. Frequency of an intervention, as an element of its effectiveness, can be a focus of the fidelity of delivery.
- 2.10 Intensity: More time daily above and beyond 60+ minutes of universal (Tier 1) instruction; the adjustment of duration, length and teacher-to-student ratio for a child's academic or behavioral needs.
- 2.11 Performance expectation levels: Indications of a student's reading readiness or ability to read and gather information from text of increasing difficulty levels.
- 2.12 Phonemic awareness: The ability to hear, identify, and manipulate the smallest units of sound in spoken words.
- 2.13 Phonics: The relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. Word attack skills will fall under the phonics component.
- 2.14 Phonological awareness: Awareness of the sound structure of spoken words at the syllable, onset/rime, and phoneme levels.
- 2.15 Progress monitoring assessments: Assessments that determine if students are making adequate progress or need more intervention to achieve grade level reading outcomes.
- 2.16 Reading assessment instruments: The means of determining a student's reading performance level. For the purposes of this Bill, these instruments need to refer to Colorado Academic Standards that focus on reading.
- 2.17 Reading readiness: Possessing the prior knowledge that will allow a student to progress through early reading instruction successfully.
- 2.18 Reading comprehension: A process by which the reader constructs meaning from written communication.
- 2.19 Reading academic standards: Statements from Colorado Academic Standards focused on reading that define what a student should know and be able to do in order to read at grade level.
- 2.20 Reading process: The course of change in an individual's reading from the beginning to the more mature reading skills of word attack and comprehension in order to become a proficient reader.
- 2.21 Screening assessments: Assessments that are administered to determine which children are at risk for reading difficulty and who will need additional intervention.
- 2.22 Systematic: A carefully planned sequence, similar to a builder's blueprint for a house, is characteristic of systematic instruction. Systematic instruction is carefully thought out, strategic and designed before activities and lessons are planned.
- 2.23 Vocabulary: The words we must know to communicate effectively.

3.0 Procedures Necessary to Implement the Colorado Basic Literacy Act

Performance → Assessment → Individualized Literacy Plan (ILP) → Intervention

3.01 Performance Expectations

Learning to read develops over time as a result of quality instruction and appropriate practice. Thus, the performance expectation is measured by mastery of the Colorado Academic Standards in Reading, Writing and Communicating in Kindergarten through Third Grade. As a result, continuity in literacy instruction is maintained from Kindergarten through Third grade.

3.02 Conditions for a Student's Placement on an Individualized Literacy Plan (ILP)

The school district has the responsibility to determine ILP status of students based on the following conditions:

- 3.02(1) Determined by a body of evidence which includes at least one of the three Colorado State Board of Education approved assessments as outlined in 4.04(3), and the State summative assessment in Reading, as applicable.
- 3.02(2) Determined by the minimum score recommended by the publisher of the selected assessment as outlined 4.04(3).

3.03 Attributes of Effective Intervention

Intervention activities for students include, but are not limited to, students with an ILP. The school district has the responsibility to determine that the intervention provided to students meets the following attributes:

- 3.03(1) Addresses one or more of the five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension);
- 3.03 (2) Delivered with intensity, frequency and duration;
- 3.03 (3) Guided by data from progress monitoring of student's area of deficit;
- 3.03 (3) Directed by the teacher;
- 3.03 (4) Targeted and specific to the student's area of deficit;
- 3.03 (5) Systematic and explicit;
- 3.03 (6) Delivered in a small group format (3-7 students).

4.0 Assessment Instruments

- 4.01 Reading assessment criteria approved by the State Board of Education will be supported by adequately validated accepted scientific standards that reflect the complexity of the reading process. These assessments must also inform reading instruction, provide information about student growth, and yield information about students' reading in relationship to the performance expectations as defined in 3.0.
- 4.02 The purposes of assessment required for this Bill fall in three categories:
 - 4.02(1) Screening: To identify who needs to be placed on individual literacy plans based on needs related to specific grade level performance expectations outlined in 3.0
 - 4.02(2) Progress Monitoring: To monitor progress of students who are on individual literacy plans
 - 4.02(3) End-of-Year Mastery: To assess performance expectation levels at the end of grades K-3.
- 4.03 Instruments for assessing the reading readiness and the reading comprehension levels of readers will reflect the complexity of reading as defined by the following criteria. Assessments must:

- 4.03(1) Align with local content standards that meet or exceed the Colorado Academic Standards in Reading, Writing and Communicating in grades Kindergarten through Third grade.
- 4.03(2) Align with the K-3 reading performance expectations as defined in 3.0.
- 4.03(3) Include multiple measures over time that constitute a body of evidence regarding students' reading performance.
- 4.03(4) Include a variety of text structures, response formats, and administrative procedures (individual, small group, whole group).
- 4.04 Along with meeting the criteria stipulated in 4.03, districts must select valid and reliable instruments that assess students' reading performance at the end of third grade that meet the following requirements:
 - 4.04(1) Can be compared across schools and districts.
 - 4.04(2) Yield information about student performance level that can be summarized and aggregated for reporting.
 - 4.04(3) Are among the instruments approved by the State Board of Education, which include Developmental Reading Assessment 2 (DRA2), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Phonological Awareness Literacy Screening (PALS).
- 4.05 The school district has the responsibility to determine that their selected instruments meet the criteria outlined in 4.01 through 4.04, and:
 - 4.05(1) Ensure that all components of the selected assessment are used to determine a student's reading level according to performance expectation levels as outlined in 3.0.

5.0 Exceptions

- 5.01 As mandated by 22-53-604(5)(a), students continue with reading instruction in the fourth grade reading class when they are reading at or above the performance expectation level described in 3.0. Those students reading below the performance expectation level described in 3.0 will continue to receive intensive grade reading instruction as described in their Individual Literacy Plan and designed to enable them to meet or exceed third grade reading proficiency.
 - 5.01(1) As stated in 22-53-604(5)(b), children with disabilities, as defined in section 22-20-103(1.5) when the disability is a substantial cause for a pupil's inability to read and comprehend at grade level.
- 5.02 As reading comprehension is dependent upon students' understanding of the language, children with limited English proficiencies, as determined by the individual district's criteria and documentation, must be assessed in their language of reading instruction, leading to their proficiency in reading English.