

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 Colorado's 4th Grade Reading Standards and Benchmarks](#) 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 Background knowledge : Knowledge that stems from previous experience.~~

2.034 Body of evidence : A collection of data about a student which, when seen in its entirety, documents a student's performance level.

2.045 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~~ *Concepts about print* : Awareness that print carries a message; that there are conventions of print, such as directionality (left to right, top to bottom); differences between letters and words; spaces between words; distinctions between upper and lower case; and characteristics of a book (such as, title, author, front/back).
- ~~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 notice, think about, and work with the individual sounds 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 Awareness of speech at the level of sounds, syllables, words, and phrases.
- ~~2.15~~ *Proficiency level* : The level of performance that indicates a student is competent at reading and gathering information from text of increasing difficulty levels.
- ~~2.16~~ *Progress monitoring assessments* : Assessments that determine if students are making adequate progress or need more intervention to achieve grade level reading outcomes.
- ~~2.17~~ *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 Content Academic Standards that focus on reading.
- ~~2.18~~ *Reading readiness* : Possessing the prior knowledge that will allow a student to progress through early reading instruction successfully.
- ~~2.19~~ *Reading comprehension* : A process by which the reader constructs meaning from written communication.

- 2.1~~97~~ Reading ~~content academic standards~~ : Statements from Colorado ~~Content Academic Standards~~ focused on reading that define what a student should know and be able to do in order ~~to be proficient in reading to read at grade level.~~
- 2.20~~18~~ 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~~19~~ Screening assessments : Assessments that are administered to determine which children are at risk for reading difficulty and who will need additional intervention.
- ~~2.20~~ Sense of story : ~~Understanding that stories have a format, such as beginning, middle, and end.~~
- ~~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~~
- 2.21 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 Proficiency levels Performance Expectations

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

3.01 – Kindergarten proficiency

- ~~3.01(1) By the end of Kindergarten, students will demonstrate a foundation of reading strategies that prepares them for reading at higher levels. This requires knowing:~~
- ~~3.01(1)(a) A sense of story that shall include, but not necessarily be limited to, students being able to do the following:~~
- ~~3.01(1)(a)(i) Tell a simple story with a beginning, middle, and end.~~
 - ~~3.01(1)(a)(ii) Retell a known story in own words and in correct sequence.~~
 - ~~3.01(1)(a)(iii) Listen to and comprehend a variety of genres.~~
 - ~~3.01(1)(a)(iv) Generate a picture/written response to text listened to or read.~~
 - ~~3.01(1)(a)(v) Connect information and events in texts to life experiences.~~
 - ~~3.01(1)(a)(vi) Identify characters, setting, and key events in a text.~~
- ~~3.01(1)(b) Concepts about print that shall include, but not necessarily be limited to, students being able to do the following:~~
- ~~3.01(1)(b)(i) Handle books correctly.~~
 - ~~3.01(1)(b)(ii) Understand directionality of print.~~
 - ~~3.01(1)(b)(iii) Focus on word after word in sequence (voice-print match).~~
 - ~~3.01(1)(b)(iv) Use pictures to predict print.~~
 - ~~3.01(1)(b)(v) Realize that print carries meaning.~~
- ~~3.01(1)(c) Phonological and phonemic awareness that shall include, but not necessarily be limited to students being able to do the following:~~
- ~~3.01(1)(c)(i) Recognize, hear, and produce patterns of sound in oral language (i.e., rhyming words).~~

- ~~3.01(1)(c)(ii) Identify, blend, and segment the phonemes of most one-syllable words (e.g., dog, /d/ /o/ /g/).~~
- ~~3.01(1)(d) Letter and word recognition that shall include, but not necessarily be limited to, students being able to do the following:

 - ~~3.01(1)(d)(i) Recognize and name all letters.~~
 - ~~3.01(1)(d)(ii) Apply knowledge of letter sounds to decode single-syllable words (e.g., dog, cat).~~
 - ~~3.01(1)(d)(iii) Know letter sounds.~~
 - ~~3.01(1)(d)(iv) Read simple words including a few sight words (e.g., a, the, i, my, you, is, and, are, and simple words used in a child's oral language).~~~~
- ~~3.01(1)(e) Vocabulary that shall include, but not necessarily be limited to, students being able to do the following:

 - ~~3.01(1)(e)(i) Talk about words and word meaning as encountered in books and conversation.~~
 - ~~3.01(1)(e)(ii) Identify and sort common words within basic categories (e.g., colors, shapes, food).~~~~
- ~~3.01(1)(f) Fluency that shall include, but not necessarily be limited to, students being able to do the following:

 - ~~3.01(1)(f)(i) Read orally simple text containing familiar word patterns.~~
 - ~~3.01(1)(f)(ii) Express knowledge of words used in instruction such as prepositions, common nouns, verbs, and pronouns.~~~~

3.02—First grade proficiency

- ~~3.02(1) By the end of first grade, students will use reading strategies to gain meaning from print at the first grade level. These strategies will prepare them for reading narrative and expository material beyond the first grade level. This requires:

 - ~~3.02(1)(a) An understanding of text read aloud to the child or read by the child, that shall include, but not necessarily be limited to, students being able to do the following:

 - ~~3.02(1)(a)(i) Use a range of strategies efficiently when constructing meaning from text being listened to or read.~~
 - ~~3.02(1)(a)(ii) Activate schema/background knowledge.~~
 - ~~3.02(1)(a)(iii) Ask questions.~~
 - ~~3.02(1)(a)(iv) Retell, summarize, and/or synthesize important information.~~
 - ~~3.02(1)(a)(v) Create mental images of places, characters, and events.~~
 - ~~3.02(1)(a)(vi) Draw inferences.~~
 - ~~3.02(1)(a)(vii) Use a variety of strategies to monitor and maintain comprehension.~~
 - ~~3.02(1)(a)(viii) Read, comprehend, and listen to a range of genres: narrative texts (e.g., stories, songs, poems, plays) and expository texts (e.g., trade books, how-to books).~~
 - ~~3.02(1)(a)(ix) Retell narrative text using characters, setting, and sequence of events.~~
 - ~~3.02(1)(a)(x) Retell expository text using main idea and some supporting details.~~
 - ~~3.02(1)(a)(xi) Generate a written or oral response to what has been read.~~
 - ~~3.02(1)(a)(xii) Connect information and events in texts to life experiences.~~~~
 - ~~3.02(1)(b) Phonemic awareness that shall include, but not necessarily be limited to, students being able to do the following:

 - ~~3.02(1)(b)(i) Use onset and rime to create new words that include blends and digraphs.~~
 - ~~3.02(1)(b)(ii) Hear and identify initial, medial, and final sounds of a given word.~~~~~~

- ~~3.02(1)(b)(iii) Hear the similarities of sounds in words and rhythmical patterns in a sequence.~~
- ~~3.02(1)(b)(iv) Recognize alliteration.~~
- ~~3.02(1)(c) Letter and word recognition that shall include, but not necessarily be limited to, students being able to do the following:~~
 - ~~3.02(1)(c)(i) Recognize and apply knowledge of letter-sound relationships, including consonants, consonant blends, digraphs, common short and long vowel patterns to decode words.~~
- ~~3.02(1)(d) Vocabulary that shall include, but not necessarily be limited to, students being able to do the following:~~
 - ~~3.02(1)(d)(i) Demonstrate a reading vocabulary of 300-500 words, including sight words and one and two syllable words.~~
 - ~~3.02(1)(d)(ii) Use sentence structure and background knowledge to understand word meanings.~~
 - ~~3.02(1)(d)(iii) Understand and generate vocabulary specific to content.~~
- ~~3.02(1)(e) Fluency that shall include, but not necessarily be limited to, students being able to do the following:~~
 - ~~3.02(1)(e)(i) Read orally grade level materials, attending to phrasing, intonation, and punctuation.~~

3.03—Second grade proficiency

- ~~3.03(1) By the end of second grade, students will use strategies independently to gain meaning from print at the second grade level. These strategies will prepare them for reading narrative and expository material beyond second grade level.~~
- ~~3.03(1)(a) Efficient use of a range of strategies when constructing meaning from text, that shall include, but not necessarily be limited to, students being able to do the following:~~
 - ~~3.03(1)(a)(i) Activate schema/background knowledge.~~
 - ~~3.03(1)(a)(ii) Determine importance of information.~~
 - ~~3.03(1)(a)(iii) Ask questions.~~
 - ~~3.03(1)(a)(iv) Retell, summarize, and/or synthesize important information.~~
 - ~~3.03(1)(a)(v) Create mental images of characters, events, and places.~~
 - ~~3.03(1)(a)(vi) Draw inferences.~~
 - ~~3.03(1)(a)(vii) Use a variety of strategies to monitor and maintain comprehension.~~
 - ~~3.03(1)(a)(viii) Read, comprehend, and listen to a range of genres: narrative texts (e.g., stories, sounds, poems, plays) and expository texts (e.g., trade books, how-to books).~~
 - ~~3.03(1)(a)(ix) Retell narrative text using characters, setting, and sequence of events.~~
 - ~~3.03(1)(a)(x) Retell expository text using main idea and some supporting details.~~
 - ~~3.03(1)(a)(xi) Generate a written or oral response to what has been read.~~
 - ~~3.03(1)(a)(xii) Connect information and events in texts to life experiences.~~
 - ~~3.03(1)(a)(xiii) State the purpose for reading.~~
 - ~~3.03(1)(a)(xiv) Interpret information from simple diagrams, charts, and graphs.~~
 - ~~3.03(1)(a)(xv) Read and follow simple written directions.~~
- ~~3.03(1)(b) Phonemic awareness that shall include, but not necessarily be limited to, students being able to do the following:~~
 - ~~3.03(1)(b)(i) Use knowledge of blending, segmenting, and manipulating phonemes in one or more syllable words.~~
 - ~~3.03(1)(b)(ii) Identify the presence of word endings (e.g., -ed, -s, -ing).~~

- ~~3.03(1)(b)(iii) Recognize alliteration.~~
- ~~3.03(1)(c) Letter and word recognition that shall include, but not necessarily be limited to, students being able to do the following:~~
 - ~~3.03(1)(c)(i) Recognize and use knowledge of letter-sound relationships, including diphthongs, common vowel patterns, and common word endings to decode unknown words.~~
 - ~~3.03(1)(c)(ii) Demonstrate a reading vocabulary of 1,000 words, including sight words and multisyllabic words.~~
- ~~3.03(1)(d) Vocabulary that shall include, but not necessarily be limited to, students being able to do the following:~~
 - ~~3.03(1)(d)(i) Use sentence structure and background knowledge to understand word meanings.~~
 - ~~3.03(1)(d)(ii) Understand and generate vocabulary specific to content.~~
- ~~3.03(1)(e) Fluency that shall include, but not necessarily be limited to, students being able to do the following:~~
 - ~~3.03(1)(e)(i) Orally read grade-level materials attending to phrasing, intonation, and punctuation.~~
 - ~~3.03(1)(e)(ii) Adjust reading pace to accommodate purpose, style, and difficulty of text.~~

3.04—Third grade proficiency

- ~~3.04(1) By the end of third grade, students will be fluent readers with a full range of reading strategies to apply to reading a wide variety of increasingly difficult narrative and expository text at the third grade level. This requires:~~
 - ~~3.04(1)(a) An understanding of the text that shall include, but not necessarily be limited to, students being able to do the following:~~
 - ~~3.04(1)(a)(i) Use a range of strategies efficiently when constructing meaning from text.~~
 - ~~3.04(1)(a)(ii) Retell, summarize, and/or synthesize important information.~~
 - ~~3.04(1)(a)(iii) Apply information and make connections from reading.~~
 - ~~3.04(1)(a)(iv) Activate schema/background knowledge.~~
 - ~~3.04(1)(a)(v) Determine importance.~~
 - ~~3.04(1)(a)(vi) Ask questions.~~
 - ~~3.04(1)(a)(vii) Create images.~~
 - ~~3.04(1)(a)(viii) Draw inferences.~~
 - ~~3.04(1)(a)(ix) Use a variety of strategies to monitor and maintain comprehension.~~
 - ~~3.04(1)(a)(x) Read and understand a wide range of genres (e.g., directions, poems, biographies, historical fiction, expository texts, narratives).~~
 - ~~3.04(1)(a)(xi) Retell narrative text using characters, setting, and sequence of events.~~
 - ~~3.04(1)(a)(xii) Retell expository text using main idea and some supporting details.~~
 - ~~3.04(1)(a)(xiii) Generate a response to reading citing examples from text.~~
 - ~~3.04(1)(a)(xiv) Connect information and events in texts to life experiences.~~
 - ~~3.04(1)(a)(xv) State the purpose for reading.~~
 - ~~3.04(1)(a)(xvi) Interpret information from simple diagrams, charts, and graphs.~~
 - ~~3.04(1)(a)(xvii) Read and follow simple written directions.~~
 - ~~3.04(1)(a)(xviii) Summarize text passages.~~

- ~~3.04(1)(a)(xix) Understand literary elements (e.g., content, plot, setting, problem/solution, character development).~~
- ~~3.04(1)(a)(xx) Compare one text to another.~~
- ~~3.04(1)(b) Letter and word recognition that shall include, but not necessarily be limited to, students being able to do the following:~~
 - ~~3.04(1)(b)(i) Apply knowledge of letter-sound relationships and syllable-spelling patterns to decode words in order to comprehend connected text.~~
- ~~3.04(1)(c) Vocabulary that shall include, but not necessarily be limited to, students being able to do the following:~~
 - ~~3.04(1)(c)(i) Understand vocabulary essential to text.~~
 - ~~3.04(1)(c)(ii) Understand and generate vocabulary specific to content.~~
 - ~~3.04(1)(c)(iii) Use a range of strategies (e.g., context, prefixes, suffixes, roots).~~
 - ~~3.04(1)(c)(iv) Use a range of resources (e.g., reference guides).~~
 - ~~3.04(1)(c)(vi) Recognize common prefixes, suffixes, and roots in multisyllabic words.~~
- ~~3.04(1)(d) Fluency that shall include, but not necessarily be limited to, students being able to do the following:~~
 - ~~3.04(1)(d)(i) Read grade-level materials attending to phrasing, intonation, and punctuation.~~
 - ~~3.02(1)(d)(ii) Read silently and often for extended period of time.~~
 - ~~3.04(1)(d)(iii) Adjust reading pace to accommodate purpose and difficulty of text.~~

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 proficiency level 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 proficiencies 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 ProficiencyMastery: To assess proficiency levels 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 standards for reading Academic Standards in Reading, Writing and Communicating in grades Kindergarten through Third grade.
 - 4.03(2) Align with the K-3 reading performance descriptions 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 reading proficiency level described in 3.04. Those students reading below the proficiency performance expectation level described in 3.04 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.