

Reading to Ensure Academic Development: READ Act Assessment Timeline



Sources: [Reading to Ensure Academic Development Act \(READ Act\)](#) and [Rules for the READ Act](#)

BEGINNING OF THE SCHOOL YEAR

All students grades K-3 assessed with a [State Board approved interim reading assessment](#) to determine Significant Reading Deficiency. (Rules, 3.01)

Grades 1-3: within 30 calendar days of enrollment. (Rules, 3.02)

Kindergarten: during first 90 calendar days of school year. If administered within first 60 calendar days of school year, not required to administer literacy component of the [school readiness assessment](#). (Rules, 3.03)

IF	THEN
Active READ Plan or Significant Reading Deficiency designation from prior school year:	<p>Update READ Plan.</p> <p>Provide more rigorous strategies and intervention instruction. (READ Act, 22-7-1206 (7)(a)(I))</p> <p>Monitor ongoing progress using interim reading assessment or other appropriate assessment. (Rules, 4.01(B))</p>
Cut-Off Score indicates Significant Reading Deficiency for the first time:	<p>Initiate READ Plan.</p> <p>Administer State Board approved diagnostic assessment within 60 calendar days of the previous interim assessment to identify the student's specific skill deficiencies (Rules, 4.01 (A))</p> <p>Monitor ongoing progress using interim reading assessment or other appropriate assessment (Rules, 4.01(B))</p>
Reading skills are below grade level expectations, but the student does not have Significant Reading Deficiency:	<p>Ensure that the student receives appropriate interventions through the response to intervention framework or a comparable intervention system. (READ Act, 22-7-1206 (2)(a))</p>
Reading skills are at or above grade level expectations:	<p>Monitor student progress.</p> <div style="border: 1px dashed gray; padding: 5px;"> <p>Grade Level Reading Competency: Districts may consider applying the grade level reading competency criteria (Interim Cut-Off Scores for Grade Level Competency). (Rules, 3.01)</p> </div>

ONGOING THROUGHOUT THE SCHOOL YEAR

Update [READ Plan](#) as appropriate.

IF	THEN
Active READ Plan or Significant Reading Deficiency designation from prior school year:	<p>Update READ Plan.</p> <p>Provide more rigorous strategies and intervention instruction. (READ Act, 22-7-1206 (7)(a)(I))</p> <p>Monitor ongoing progress using interim reading assessment or other appropriate assessment. (Rules, 4.01(B))</p>
Cut-Off Score indicates Significant Reading Deficiency for the first time:	<p>Initiate READ Plan.</p> <p>Administer State Board approved diagnostic assessment within 60 calendar days of the previous interim assessment to identify the student’s specific skill deficiencies (Rules, 4.01 (A))</p> <p>Monitor ongoing progress using interim reading assessment or other appropriate assessment (Rules, 4.01(B))</p>
Reading skills are below grade level expectations, but the student does not have Significant Reading Deficiency:	<p>Ensure that the student receives appropriate interventions through the response to intervention framework or a comparable intervention system. (READ Act, 22-7-1206 (2)(a))</p>
Reading skills are at or above grade level expectations:	<p>Monitor student progress.</p> <div style="border: 1px dashed gray; padding: 5px;"> <p>Grade Level Reading Competency: Districts may consider applying the grade level reading competency criteria (Interim Cut-Off Scores for Grade Level Competency). (Rules, 3.01)</p> </div>

END OF YEAR

Students grades K-3 assessed with [State Board approved interim reading assessment](#). Scores reported to the department via [READ Collection](#).

IF	THEN
Active READ Plan or Significant Reading Deficiency:	Update READ Plan to reflect progress toward achieving grade level proficiency.
Cut-Off Score indicates Significant Reading Deficiency for the first time:	Begin steps for creation of a READ Plan to be completed and executed at the beginning of the following school year.