

READ Status

1. What READ status do I put for students that were not tested because of exemptions 04, 05, and 06? When students are coded with a READ test of 04, 05, or 06, this is an indication that the student was not assessed; therefore, SRD cannot be determined. Students with a READ test of 04 and 05 must be a READ status of 0 and students with a READ test of 06 must be READ status of 5.
2. What READ status do I put for students that might have been absent or for some other reason were not able to be assessed? Schools should make every effort to assess all K-3 students in the Spring for READ. If a student is not assessed, code the student with a READ status of 5 and indicate the reason the student was unable to be assessed. Every attempt should be made to assess all students and report them in your end of the year READ file.
3. What if a student enrolls after my testing window has closed? In this situation, we encourage districts to attempt assessment for that student and include the student in your READ file submission. If they are included in another district's report, this problem will be resolved in the duplicate SASID process.
4. Why do students with IEPs have two options for READ status? Students who are special education exempt from testing may either be exempt because they are COALT eligible 3 or they are unable to access the assessment but do not take COALT. These students should be coded with a READ status of 0.
5. Why do ELL students have two options for READ status? Students who are Non English Proficient and new to a US school have always had the option of being exempt from assessing and can be coded with a READ status of 0. ELL students who are receiving Spanish instruction or are in an ELL program who are assessed with an interim that indicates they have an SRD but who have other evidence through ACCESS or ELD progress monitoring that refutes the SRD, may be coded with a READ status of 4. Please see ELL and READ guidance document <http://www.cde.state.co.us/sites/default/files/Final%20READ%20Act%20EL%20Guidance%201-30-14.pdf>
6. If a student is coded with a READ Status 4, what do I enter for READ test and READ score? By using a READ status of 4, you are indicating that the student was tested with one of the approved interim assessments and scored below the cut-point but that other evidence exists indicating the student is not SRD. You will enter the READ test that was used (e.g. 03 PALS) and the actual score the student received (e.g. 0090).

READ Test

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1. What is DIBELS 7th edition? DIBELS 7th edition is also referred to as DIBELS Next. They are the same assessment.

READ Score

1. When reporting DRA2 scores, what score do I enter when a student scores "A" ? The score entered would be "AAAA" to match the field width required in your READ file.

2. What score do I report for students who have a READ test of 04, 05, or 06 ? When students are coded with a READ test of 04, 05, or 06, this is an indication that the student was not assessed; therefore, a score of 9999 must be entered indicating that the student was not assessed, as the score 9999 does not fall within the range of scores allowable for any of the approved interim assessments.
3. Which benchmark score do I use for my K-3 students? The score that you enter in your READ file must be a score that the student obtained between April 1st and June 15th of the current school year. These scores are **not** Fall or Winter benchmark scores.
4. How do I report 4-12th graders who are in the cohort? Reporting for 4th – 12th graders in the cohort will follow this pattern:
 - READ status will be a 1 or 2
 - READ test – 00,
 - READ score 9999,
 - READ accommodation 0
 - Testing date (cannot be zero filled), use the date that you are using for the other students
 - Retention questions will be “2”
 - READ plan support fields will be “0”

Retention Fields

1. When do I report retention information in my READ file submission? The retention fields in the READ collection are specific to students who have been identified with a significant reading deficiency. **DO NOT** report that a child was recommended for retention and actually retained unless the retention is a direct result of a significant reading deficiency. If a child was recommended for retention and retained for any other reason, your answer should be “no” in this collection.

READ Plan Services (OPTIONAL FOR 2013-2014)

1. Why do I report on the types of services that were provided to students with a significant reading deficiency? As required by READ act legislation, the CDE must report on the services received by students for whom districts received funding. For the 2013/14 school year, this field will be optional. Districts will have until next school year , 2014/2015, to build this into a collection system.

General Questions

1. Why are there warnings in my report? Warnings may indicate that you are submitting data that may need further review. Warnings do not interfere with submission and approval of your READ file.