



Body of Evidence

Data to measure literacy skills and inform instruction

What is a body of evidence?

The Colorado READ Act defines a body of evidence as a collection of information about a student's academic performance which, when considered in its entirety, documents the level of a student's academic performance. A body of evidence, at a minimum, shall include scores on formative or interim assessments and work that a student independently produces in a classroom, including but not limited to the school readiness assessments adopted pursuant to section 22-7-1004(2)(a), C.R.S. A body of evidence may include scores on summative assessments if a local education provider decides that summative assessments are appropriate and useful in measuring students' literacy skills (C.R.S. 227-1203).

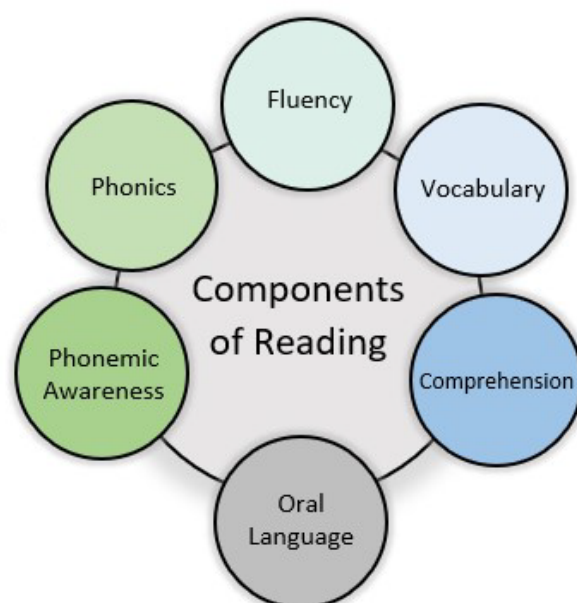
Collecting data to measure literacy skills

The READ Act requires an [approved interim assessment](#) (universal screener) be administered to all students in kindergarten through grade three to identify those who may be at risk for having a significant reading deficiency (SRD). Based on the interim assessment findings, an [approved diagnostic assessment](#) is used to pinpoint a student's specific areas of weakness and provides in-depth information about instructional needs. When diagnostic assessments indicate a skill deficit, multiple data points for that specific skill and/or associated skills should be compiled within the body of evidence. Additional qualitative and quantitative data in the body of evidence may include but shall not be limited to School Readiness assessments, summative assessments, observations, and samples of classroom work. Information about a student's language proficiency, family history, and other factors that influence academic performance may also be gathered.

A complete body of evidence measuring a student's literacy skills includes all components of reading plus oral language. When selecting materials to include in the body of evidence, teachers should ensure the data accurately measures the skill deficits and areas of need identified in the interim and diagnostic assessment.

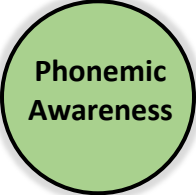
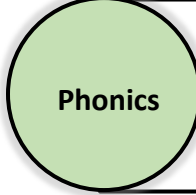
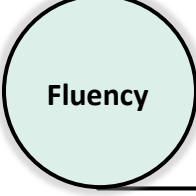
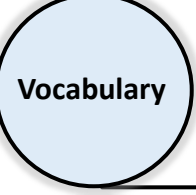
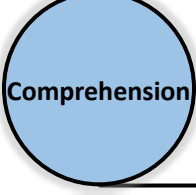
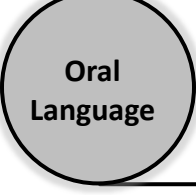
Utilizing a body of evidence to inform literacy instruction

A body of evidence is developed over time and used to inform implementation of scientifically and evidence-based core instruction and intervention for all students. For students who are determined to have a [significant reading deficiency \(SRD\)](#), a body of evidence is used to inform the development and implementation of a [READ Plan](#). For these and all other students, a body of evidence should guide instruction and interventions.



To effectively inform literacy instruction, all components of reading should be addressed in the body of evidence. The progression of skills and interconnectedness of the components of reading should also be considered. The [Colorado Academic Standards](#) and [Minimum Reading Competency Skills](#) provide guidance for skills at each grade level.

A complete body of evidence for a student’s literacy skills includes multiple sources of formal and informal data that address all components of reading and oral language. When compiling evidence, teachers should ensure that the assessments or tasks align with the skills and competencies for the components of reading. Possible sources of data are noted below.

 Phonemic Awareness	<p>Phonological Awareness: Awareness of the sound structure of spoken words at three levels: (1) rhyming to onset and rime; (2) segmenting and blending; and (3) manipulating individual phonemes. Phonemic Awareness: A subset of phonological awareness in which listeners are able to hear, identify, and manipulate phonemes, the smallest units of sound that can differentiate meaning.</p>	<p>teacher observation; family input; speech/language evaluations; auditory/verbal response activities done without the use of visual letters addressing syllables, rhyming, alliteration, onset-rime, isolating, blending, segmenting, and manipulating phonemes</p>
 Phonics	<p>Phonics: A method of teaching reading and writing by developing learners’ phonemic awareness in order to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them.</p>	<p>letter naming assessments; letter-sound correspondence assessments; blending and segmenting with print; spelling inventories; nonsense words; phonics surveys; writing samples</p>
 Fluency	<p>Fluency: The capacity to read words in connected text with sufficient accuracy, rate, and prosody to comprehend what is read.</p>	<p>oral reading fluency (ORF) assessments; words correct per minute (WCPM); error analysis; connected text; teacher observation; word, phrase, sentence, and passage reading</p>
 Vocabulary	<p>Vocabulary: Knowledge of words and word meanings and includes words that a person understands and uses in language. Vocabulary is essential for both learning to read and comprehending text.</p>	<p>word knowledge checklists; morphology assessments; Frayer templates; teacher observation; writing samples</p>
 Comprehension	<p>Comprehension: The process of extracting and constructing meaning from written texts.</p>	<p>classroom comprehension activities; listening comprehension tasks; graphic organizers; retell; summary; categorizing activities; cloze reading assessments; assessing sentence structure, text</p>
 Oral Language	<p>Oral Language: The ability to produce and comprehend spoken language, including vocabulary and grammar.</p>	<p>home language survey; teacher observation; speech/language evaluations; family input</p>

(1 CRR 301-92)

Body of Evidence for Literacy Skills

Sample Template

Reading Component	Assessments/Data Used	Notes/Summary
Phonological/ Phonemic Awareness		
Phonics		
Fluency		
Vocabulary		
Comprehension		
Oral Language		

Next steps for instruction and/or intervention: