

First Regular Session
Seventy-fifth General Assembly
STATE OF COLORADO

INTRODUCED

LLS NO. 25-0590.01 Anna Petrini x5497

SENATE BILL 25-200

SENATE SPONSORSHIP

Kolker and Mullica,

HOUSE SPONSORSHIP

Hamrick and Soper,

Senate Committees
Education

House Committees

A BILL FOR AN ACT

101 **CONCERNING TARGETED MEASURES TO ENCOURAGE EARLY**
102 **ELEMENTARY ACADEMIC SUCCESS, AND, IN CONNECTION**
103 **THEREWITH, UPDATING METHODS FOR ASSESSING CERTAIN**
104 **SKILLS, IDENTIFYING STRUGGLING READERS, AND SUPPORTING**
105 **STUDENTS WITH DYSLEXIA.**

Bill Summary

(Note: This summary applies to this bill as introduced and does not reflect any amendments that may be subsequently adopted. If this bill passes third reading in the house of introduction, a bill summary that applies to the reengrossed version of this bill will be available at <http://leg.colorado.gov>.)

Current law requires a local education provider that offers a kindergarten program to administer a school readiness assessment to

Shading denotes HOUSE amendment. Double underlining denotes SENATE amendment.
Capital letters or bold & italic numbers indicate new material to be added to existing law.
Dashes through the words or numbers indicate deletions from existing law.

kindergarten students within the first 60 days of the school year. The bill makes administration of a school readiness assessment optional and permits rather than requires a local education provider to create and implement an individualized readiness plan for its preschool and kindergarten students.

The bill clarifies that a teacher may conclude that an early elementary school student has a significant reading deficiency that requires remediation through a specialized approach to instruction (READ plan) based on a body of evidence that includes information in addition to the student's scores on a reading assessment.

Current law requires certain parental communications in connection with a student's READ plan. The bill adds specific information regarding characteristics of dyslexia, if applicable, to the parental communications.

Beginning no later than the 2025-26 school year, a local education provider must either develop its own process for identifying early elementary school students with characteristics of dyslexia or adopt a dyslexia screening tool that conforms to certain new requirements for interim reading assessments. To meet the bill's new requirements, interim reading assessments must accurately and reliably identify students at risk of reading difficulties, meet standards for validity and reliability, encourage data-driven instructional decision making, and promote efficient administration and effective follow-up.

1 *Be it enacted by the General Assembly of the State of Colorado:*

2 **SECTION 1. Legislative declaration.** (1) The general assembly
3 finds and declares that:

4 (a) Early identification and targeted intervention for students
5 showing signs of dyslexia are vital to ensure academic success and
6 prevent the long-term consequences of poor reading skills. Dyslexia,
7 which affects approximately one in 5 individuals, according to data from
8 the Yale center for dyslexia and creativity, is among the most common
9 learning disabilities. Without strategic, evidence-based support, students
10 with dyslexic traits often fall behind, hindering their academic growth,
11 limiting future employment prospects, and increasing the risk of negative
12 socioeconomic outcomes.

1 (b) While the "Colorado READ Act" has improved early literacy
2 assessment statewide, persistent gaps remain in pinpointing and assisting
3 students who exhibit specific deficits in phonemic awareness, word
4 decoding, and spelling. Many children pass overall literacy tests, yet
5 harbor hidden reading struggles that compound over time.

6 (c) Pursuant to section 22-7-1205, Colorado Revised Statutes,
7 local education providers currently rely on state board-approved interim
8 reading assessments to identify students with significant reading
9 deficiencies. Approved assessments yield a composite test score that may
10 mask deficits in key sub-skills.

11 (d) In contrast, universal dyslexia screening pinpoints precisely
12 where a learner may struggle. Screeners measure reading competency
13 skills such as phonological awareness, sound-symbol knowledge, rapid
14 naming, word decoding, and encoding, reflecting proven best practices.
15 Requiring each local education provider to adopt or create a plan for
16 dyslexia screening in kindergarten through third grade helps ensure that
17 every child, especially those at the most risk, receives timely, targeted
18 help.

19 (e) While the Colorado department of education regularly updates
20 its approved reading assessments, requiring future evaluations to include
21 rigorous standards for identifying students with dyslexic traits promotes
22 validity and consistency over time.

23 (f) Because strong family engagement is critical to reading
24 intervention success, schools must also inform parents and guardians if
25 screening results suggest dyslexia risk factors, provide a clear explanation
26 of findings, and propose practical ways to support reading progress at
27 home. These steps mirror successful protocols in other states in which

1 early, transparent collaboration between educators and families has
2 significantly improved outcomes. Although teachers do not formally
3 diagnose dyslexia, they can detect when specialized support is warranted,
4 helping avert a cycle of frustration and academic decline.

5 (g) Finally, making kindergarten school readiness assessments
6 optional allows local education providers greater flexibility in focusing
7 on essential literacy measures.

8 (2) The general assembly finds, therefore, that to support the
9 mission of the "Colorado READ Act", it is essential to highlight dyslexia
10 risk factors early, offer data-driven remediation, and engage families as
11 partners, ensuring every Colorado child can read proficiently and achieve
12 success in school and beyond.

13 **SECTION 2.** In Colorado Revised Statutes, 22-7-1014, **amend**
14 (1)(a), (1)(b), and (2)(a) as follows:

15 **22-7-1014. Preschool individualized readiness plans - school**
16 **readiness - assessments.** (1) (a) Beginning in the fall semester of 2013,
17 ~~each~~ OF 2025, A local education provider that provides a preschool or
18 kindergarten program shall ensure that each MAY CREATE AND IMPLEMENT
19 FOR A student enrolled in a preschool or kindergarten program operated
20 by the local education provider receives an individualized readiness plan
21 that addresses the preschool standards or kindergarten standards, as
22 appropriate, and knowledge and skill areas in which a student needs
23 assistance to make progress toward school readiness. If a student is
24 identified as having a significant reading deficiency as provided in section
25 22-7-1205, the local education provider shall include the student's READ
26 plan created pursuant to section 22-7-1206 as a component of the
27 student's individualized readiness plan IF THE LOCAL EDUCATION

1 PROVIDER HAS CREATED AN INDIVIDUALIZED READINESS PLAN FOR THE
2 STUDENT.

3 (b) ~~In creating and implementing~~ IF A LOCAL EDUCATION
4 PROVIDER CREATES AND IMPLEMENTS the individualized readiness plans,
5 a local education provider shall use assessment instruments that are
6 research-based, valid, and reliable to facilitate the systematic
7 measurement of a student's increasing knowledge, skills, and
8 accomplishments within the classroom context. The purpose of the
9 continuing assessments ~~shall be~~ IS to help direct ~~teachers'~~ A TEACHER'S
10 practice within the classroom with ~~each~~ A student and thereby maximize
11 ~~each students'~~ A STUDENT'S progress toward demonstrating school
12 readiness.

13 (2) (a) Beginning with students who enter kindergarten in the fall
14 semester of 2013, each local education provider shall ensure that each
15 student enrolled in a kindergarten program operated by the local
16 education provider progresses toward demonstrating school readiness.
17 ~~Each~~ A local education provider ~~shall~~ MAY administer the school
18 readiness assessment within the first sixty days of the school year to ~~each~~
19 A student enrolled in a kindergarten program operated by the local
20 education provider to measure ~~each~~ A student's level of school readiness.
21 If the local education provider administers a reading assessment pursuant
22 to section 22-7-1205 (1)(a.5) within the first sixty days of the school year
23 to students enrolled in the kindergarten program, the local education
24 provider is not required to administer the literacy component of the school
25 readiness assessment. The local education provider may choose to
26 monitor a student's progress toward demonstrating school readiness by
27 administering an approved school readiness assessment multiple times

1 over the course of the school year.

2 **SECTION 3.** In Colorado Revised Statutes, 22-7-1019, **amend**
3 (3)(a)(I) as follows:

4 **22-7-1019. Preschool to postsecondary and workforce**
5 **readiness - progress reports - effectiveness reports.** (3) (a) At a
6 minimum, the report shall include the following information for the
7 preceding academic year:

8 (I) The levels of school readiness demonstrated by students
9 enrolled in kindergarten, IF A SCHOOL READINESS ASSESSMENT WAS
10 ADMINISTERED;

11 **SECTION 4.** In Colorado Revised Statutes, 22-7-1203, **amend**
12 (1); and **add** (1.5), (3.5), (3.7), (7.6), (7.7), (9.5), (9.7), (9.9), (10.5),
13 (10.6), (18), and (19) as follows:

14 **22-7-1203. Definitions.** As used in this part 12, unless the context
15 otherwise requires:

16 (1) "Body of evidence" means a collection of information about
17 a student's academic performance which, when considered in its entirety,
18 documents the level of a student's academic performance. A body of
19 evidence, at a minimum, ~~shall~~ MUST include scores on formative or
20 interim assessments and work that a student independently produces in a
21 classroom, including, but not limited to, ~~the~~ ANY school readiness
22 assessments adopted pursuant to section 22-7-1004 (2)(a) THAT A LOCAL
23 EDUCATION PROVIDER MAY ADMINISTER. A body of evidence may include
24 scores on summative assessments if a local education provider decides
25 that summative assessments are appropriate and useful in measuring
26 students' literacy skills. FOR THE PURPOSES OF IDENTIFYING STUDENTS
27 WITH SIGNIFICANT READING DEFICIENCIES, "BODY OF EVIDENCE" MAY

1 INCLUDE THE ADDITIONAL ELEMENTS IDENTIFIED IN SECTION 22-7-1205
2 (1)(b)(II).

3 (1.5) "CHARACTERISTICS OF DYSLEXIA" MEANS COMMONLY
4 ACCEPTED FEATURES OF DYSLEXIA, INCLUDING DIFFICULTY WITH
5 PHONOLOGICAL PROCESSING, LACK OF ORAL READING FLUENCY,
6 DIFFICULTY WITH SPELLING, AND DIFFICULTY WITH RAPID NAMING.

7 (3.5) "DYSLEXIA" MEANS A SPECIFIC LEARNING DISABILITY THAT
8 IS NEUROBIOLOGICAL IN ORIGIN AND CHARACTERIZED BY DIFFICULTIES
9 WITH ACCURATE OR FLUENT WORD RECOGNITION AND BY POOR SPELLING
10 AND WORD-DECODING ABILITIES. THESE DIFFICULTIES TYPICALLY RESULT
11 FROM A DEFICIT IN THE PHONOLOGICAL COMPONENT OF LANGUAGE THAT
12 IS OFTEN UNEXPECTED IN RELATION TO OTHER COGNITIVE ABILITIES AND
13 THE PROVISION OF EFFECTIVE CLASSROOM INSTRUCTION. SECONDARY
14 CONSEQUENCES OF DYSLEXIA MAY INCLUDE PROBLEMS IN READING
15 COMPREHENSION AND REDUCED READING EXPERIENCE THAT CAN IMPEDE
16 GROWTH OF VOCABULARY AND BACKGROUND KNOWLEDGE.

17 (3.7) "ENCODING" MEANS THE PROCESS OF TRANSLATING SPOKEN
18 SOUNDS INTO WRITTEN LETTERS THAT REFLECTS AN UNDERSTANDING OF
19 SOUND-SYMBOL RELATIONSHIPS AND CONVENTIONAL SPELLING PATTERNS.

20 (7.6) "ORAL READING FLUENCY" MEANS THE ABILITY TO READ
21 TEXT ORALLY WITH ACCURACY, EXPRESSION, AND AT AN APPROPRIATE
22 RATE IN ORDER TO FACILITATE READING COMPREHENSION.

23 (7.7) "ORAL SKILLS" MEANS APTITUDE WITH EXPRESSIVE AND
24 RECEPTIVE ORAL LANGUAGE, INCLUDING VOCABULARY, SYNTAX,
25 LANGUAGE COMPREHENSION, ORAL READING FLUENCY, AND
26 COMPREHENSION.

27 (9.5) "PHONEMIC AWARENESS" MEANS THE ABILITY TO SEGMENT

1 A WORD INTO THE WORD'S COMPONENT SOUNDS, OR PHONEMES.

2 (9.7) "PHONICS" MEANS EXPLICIT AND SYSTEMATIC INSTRUCTION
3 IN SOUND-SYMBOL RECOGNITION THAT TEACHES THE RELATIONSHIPS
4 BETWEEN THE LETTERS AND LETTER PATTERNS OF WRITTEN LANGUAGE
5 AND THE INDIVIDUAL SOUNDS OF SPOKEN LANGUAGE. PHONICS
6 INSTRUCTION INCLUDES THE DEVELOPMENT OF ALPHABETIC KNOWLEDGE,
7 WORD-DECODING SKILLS, AND ENCODING SKILLS, SUPPORTING ACCURATE
8 AND AUTOMATIC WORD RECOGNITION AND ORAL READING FLUENCY.

9 (9.9) "PHONOLOGICAL PROCESSING" MEANS THE ABILITY TO
10 RECOGNIZE AND MANIPULATE A WORD'S COMPONENT SOUNDS THROUGH
11 PHONOLOGICAL AWARENESS, PHONOLOGICAL MEMORY, AND
12 PHONOLOGICAL RETRIEVAL OR RAPID NAMING.

13 (10.5) "READING COMPETENCY SKILL" MEANS A STUDENT MEETS
14 THE STUDENT'S GRADE LEVEL EXPECTATIONS IN READING SKILLS AS
15 ADOPTED BY THE STATE BOARD PURSUANT TO SECTION 22-7-1209 (1)(a).

16 (10.6) "READING COMPREHENSION" MEANS THE ABILITY TO
17 UNDERSTAND AND INTERPRET WRITTEN LANGUAGE.

18 (18) "VOCABULARY DEVELOPMENT" MEANS THE PROCESS OF
19 LEARNING NEW WORDS AND THEIR MEANINGS.

20 (19) "WORD DECODING" MEANS THE ABILITY TO ACCURATELY AND
21 EFFICIENTLY TRANSLATE WRITTEN LETTERS AND LETTER PATTERNS INTO
22 THEIR CORRESPONDING SOUNDS IN SPOKEN LANGUAGE, USING KNOWLEDGE
23 OF SOUND-SYMBOL RELATIONSHIPS.

24 **SECTION 5.** In Colorado Revised Statutes, 22-7-1205, **amend**
25 (1)(b), (2)(b)(II), (2)(b)(IV), and (2)(b)(V) as follows:

26 **22-7-1205. Reading competency - assessments - READ plan**
27 **creation - parental involvement.** (1) (b) (I) If a teacher finds, based on

1 a student's scores on the approved reading assessments, that the student
2 may have a significant reading deficiency, the teacher shall administer to
3 the student one or more diagnostic assessments within sixty days after the
4 previous assessment to determine the student's specific reading skill
5 deficiencies. Each local education provider shall select from the list of
6 approved assessments adopted by rule of the state board pursuant to
7 section 22-7-1209 (1) those assessments it uses to determine a student's
8 specific reading skill deficiencies. A local education provider may choose
9 to use other diagnostic reading assessments in addition to but not in lieu
10 of the approved assessments.

11 (II) A TEACHER MAY CONCLUDE THAT A STUDENT HAS A
12 SIGNIFICANT READING DEFICIENCY IF THE STUDENT'S BODY OF EVIDENCE
13 SUPPORTS THE CONCLUSION. A STUDENT'S BODY OF EVIDENCE FOR THE
14 PURPOSES OF IDENTIFYING THE STUDENT AS HAVING A SIGNIFICANT
15 READING DEFICIENCY MAY INCLUDE:

16 (A) RESULTS FROM VARIOUS FORMAL AND INFORMAL DIAGNOSTIC
17 ASSESSMENTS, AS DEVELOPMENTALLY APPROPRIATE FOR THE STUDENT'S
18 GRADE LEVEL, IN THE AREAS OF PHONOLOGICAL AND PHONEMIC
19 AWARENESS, SOUND-SYMBOL RECOGNITION, ALPHABET KNOWLEDGE,
20 WORD DECODING, RAPID NAMING, ENCODING, AND ORAL READING
21 FLUENCY;

22 (B) RESULTS FROM ADDITIONAL DIAGNOSTIC ASSESSMENTS FOR
23 IDENTIFYING RELEVANT LITERACY SKILL WEAKNESSES, AS
24 DEVELOPMENTALLY APPROPRIATE FOR THE STUDENT'S GRADE LEVEL, THAT
25 MAY INCLUDE ORAL LANGUAGE, VOCABULARY, LANGUAGE
26 COMPREHENSION, AND READING COMPREHENSION;

27 (C) DIRECT OR INDIRECT OBSERVATIONAL ASSESSMENTS FROM

1 TEACHERS AND PARENTS, AS AVAILABLE, THAT MAY CONTRIBUTE TO A
2 FULLER UNDERSTANDING OF A STUDENT'S ACADEMIC PERFORMANCE OR
3 SCORES;

4 (D) RELEVANT STUDENT DEMOGRAPHIC INFORMATION, ENGLISH
5 LANGUAGE PROFICIENCY, OR LANGUAGE SPOKEN AT HOME;

6 (E) THE STUDENT'S EDUCATIONAL AND DEVELOPMENTAL HISTORY,
7 INCLUDING ACCESS TO PRESCHOOL EDUCATION; AND

8 (F) CONSIDERATION OF POTENTIAL ERRORS IN ASSESSMENT,
9 INCLUDING ADMINISTRATION AND SCORING.

10 (2) (b) The teacher and the other personnel shall communicate and
11 discuss with the parent the following information:

12 (II) The nature of the student's significant reading deficiency,
13 including a clear explanation of what the significant reading deficiency
14 is, WHETHER OR NOT THE SIGNIFICANT READING DEFICIENCY MAY INCLUDE
15 CHARACTERISTICS OF DYSLEXIA, and the basis upon which the teacher
16 identified the significant reading deficiency;

17 (IV) Reading skills are critical to success in school. Under state
18 law, the student qualifies for and the local education provider is required
19 to provide targeted, scientifically based or evidence-based interventions
20 to remediate the student's specific, ~~diagnosed~~ IDENTIFIED reading skill
21 deficiencies, which interventions are designed to enable the student to
22 achieve reading competency and attain the skills necessary to achieve the
23 state's academic achievement goals.

24 (V) The student's READ plan will include targeted, scientifically
25 based or evidence-based intervention instruction to address and remediate
26 the student's specific, ~~diagnosed~~ IDENTIFIED reading skill deficiencies;

27 **SECTION 6.** In Colorado Revised Statutes, 22-7-1206, **amend**

1 (4) and (5)(a) as follows:

2 **22-7-1206. Reading to ensure academic development (READ)**
3 **plan - contents - implementation.** (4) If a student enrolled in
4 kindergarten is identified as having a significant reading deficiency, the
5 local education provider shall create the student's READ plan as a
6 component of the student's individualized readiness plan, IF AN
7 INDIVIDUALIZED READINESS PLAN HAS BEEN created pursuant to section
8 22-7-1014. The local education provider may include components of the
9 student's individualized readiness plan that apply to teaching literacy as
10 part of the student's READ plan after the student completes kindergarten,
11 so long as the local education provider administers an approved reading
12 assessment to the student in grades one through three as required in
13 section 22-7-1205 (1) and the student's READ plan meets the
14 requirements specified in subsection (5) of this section.

15 (5) Each READ plan must include, at a minimum:

16 (a) The student's specific, ~~diagnosed~~ IDENTIFIED reading skill
17 deficiencies that need to be remediated in order for the student to attain
18 reading competency;

19 **SECTION 7.** In Colorado Revised Statutes, 22-7-1208, **add** (9)
20 as follows:

21 **22-7-1208. Local education providers - procedures - plans -**
22 **training - rules.** (9) (a) BY THE BEGINNING OF THE 2026-27 SCHOOL
23 YEAR, A LOCAL EDUCATION PROVIDER SHALL:

24 (I) IMPLEMENT A UNIVERSAL DYSLEXIA SCREENER THAT MEETS
25 THE CRITERIA FOR RECOMMENDED INTERIM READING ASSESSMENTS
26 REQUIRED PURSUANT TO SECTION 22-7-1209 (2.5); OR

27 (II) CREATE A PROCESS FOR IDENTIFYING STUDENTS WHO DISPLAY

1 CHARACTERISTICS OF DYSLEXIA. A PROCESS CREATED PURSUANT TO THIS
2 SUBSECTION (9)(a)(II) MUST INCLUDE, BUT IS NOT LIMITED, TO SCREENING
3 KINDERGARTEN, FIRST-GRADE, SECOND-GRADE, AND THIRD-GRADE
4 STUDENTS ON READING COMPETENCY SKILLS TO IDENTIFY RISK FACTORS
5 FOR DYSLEXIA USING INTERIM, DIAGNOSTIC, AND VARIOUS FORMAL AND
6 INFORMAL ASSESSMENTS, INCLUDING RAPID AUTOMATIZED NAMING, AS
7 APPROPRIATE FOR EACH GRADE LEVEL. KINDERGARTEN RISK FACTORS
8 INCLUDE, BUT ARE NOT LIMITED TO, WEAKNESSES IN PHONOLOGICAL
9 AWARENESS, SOUND-SYMBOL RECOGNITION, ALPHABET KNOWLEDGE,
10 WORD DECODING, AND ORAL LANGUAGE SKILLS. FIRST-GRADE RISK
11 FACTORS INCLUDE, BUT ARE NOT LIMITED TO, WEAKNESSES IN
12 PHONOLOGICAL AWARENESS, SOUND-SYMBOL RECOGNITION, WORD
13 DECODING, ENCODING, AND ORAL READING FLUENCY. SECOND-GRADE AND
14 THIRD-GRADE RISK FACTORS INCLUDE, BUT ARE NOT LIMITED TO,
15 WEAKNESSES IN WORD DECODING, ENCODING, ORAL READING FLUENCY,
16 AND VOCABULARY SKILLS.

17 (b) THE UNIVERSAL DYSLEXIA SCREENER OR PROCESS FOR
18 IDENTIFYING STUDENTS WHO DISPLAY CHARACTERISTICS OF DYSLEXIA
19 THAT IS IMPLEMENTED OR CREATED PURSUANT TO SUBSECTION (9)(a) OF
20 THIS SECTION MUST BE GIVEN TO STUDENTS ENROLLED IN KINDERGARTEN
21 DURING THE LAST NINETY DAYS OF THE SCHOOL YEAR AND BE GIVEN TO
22 STUDENTS ENROLLED IN THE FIRST, SECOND, AND THIRD GRADES DURING
23 THE FIRST NINETY DAYS OF THE SCHOOL YEAR.

24 (c) IF THE UNIVERSAL DYSLEXIA SCREENER OR PROCESS FOR
25 IDENTIFYING STUDENTS WHO DISPLAY CHARACTERISTICS OF DYSLEXIA
26 THAT IS IMPLEMENTED OR CREATED PURSUANT TO SUBSECTION (9)(a) OF
27 THIS SECTION IDENTIFIES RISK FACTORS FOR DYSLEXIA, A TEACHER SHALL

1 ADMINISTER ONE OR MORE DIAGNOSTIC ASSESSMENTS PURSUANT TO
2 SECTION 22-7-1205 (1)(b) AND PROCEED WITH READ PLAN
3 IMPLEMENTATION OR ALTERNATIVE PROCEDURES AS REQUIRED PURSUANT
4 TO SECTIONS 22-7-1205 AND 22-7-1206.

5 **SECTION 8.** In Colorado Revised Statutes, 22-7-1209, **amend**
6 (1)(a), (2)(a)(I), (3) introductory portion, (3)(b), and (8)(c)(I); and **add**
7 (2.5) as follows:

8 **22-7-1209. State board - rules - department - duties.** (1) The
9 state board shall promulgate rules in accordance with the "State
10 Administrative Procedure Act", article 4 of title 24, as necessary to
11 implement the provisions of this part 12, which rules must include, but
12 need not be limited to:

13 (a) The minimum reading competency skill levels in the areas of
14 phonemic awareness; phonics; vocabulary development; ~~reading fluency;~~
15 ~~including~~ ORAL SKILLS, INCLUDING ORAL READING FLUENCY; ENCODING;
16 WORD DECODING; and reading comprehension for kindergarten and first,
17 second, and third grades. The state board shall base the minimum skill
18 levels for second and third grades primarily on scores attained on the
19 assessments approved by the state board pursuant to subsection (1)(b) of
20 this section. The state board shall describe the minimum skill levels for
21 students as they complete kindergarten and first grade using matrices of
22 appropriate indicators, which indicators may include measures of
23 students' social and emotional development, physical development,
24 language and comprehension development, and cognition and general
25 knowledge. The state board shall adopt the rules described in this
26 subsection (1)(a) by March 31, 2013. The state board shall review the
27 minimum reading competency skill levels on or before July 1, 2019, and

1 every four years thereafter and update them as necessary.

2 (2) (a) (I) Using the procedure developed pursuant to subsection
3 (3) of this section, the department shall review and recommend to the
4 state board reading assessments, including interim, summative, and
5 diagnostic assessments, for kindergarten and first, second, and third
6 grades that, at a minimum, meet the criteria specified in ~~subsection~~
7 ~~(2)(a)(H)~~ SUBSECTIONS (2)(a)(II) AND (2.5) of this section. Following
8 action by the state board to approve reading assessments pursuant to
9 subsection (1)(b) of this section, the department shall create a list of the
10 approved reading assessments for kindergarten and first, second, and third
11 grades for use by local education providers. The department shall update
12 the list of approved reading assessments on or before July 1, 2019, and
13 every four years thereafter as necessary. The department shall work with
14 the approved assessment publishers to better align, to the extent
15 practicable, the minimum reading competency levels for third grade,
16 which are based on the scores attained on the approved assessments, with
17 the preschool through elementary and secondary education standards for
18 third-grade reading adopted pursuant to section 22-7-1005.

19 (2.5) NOTWITHSTANDING THE REQUIREMENTS OF SUBSECTION
20 (2)(a)(II) OF THIS SECTION, DURING THE DEPARTMENT'S REQUIRED REVIEW
21 OF ASSESSMENTS PURSUANT TO THIS SECTION, THE DEPARTMENT SHALL
22 ENSURE THAT EACH OF THE RECOMMENDED INTERIM ASSESSMENTS IS
23 DEVELOPMENTALLY APPROPRIATE, ECONOMICAL, AND EFFICIENT TO
24 ADMINISTER AND SCREENS FOR RISK OF READING DIFFICULTIES, INCLUDING
25 CHARACTERISTICS OF DYSLEXIA. EACH RECOMMENDED INTERIM READING
26 ASSESSMENT MUST MEET THE FOLLOWING CRITERIA:

27 (a) IN THE IDENTIFICATION OF STUDENTS WHO ARE AT RISK OF

1 READING DIFFICULTIES:

2 (I) ACCURATELY AND RELIABLY IDENTIFY STUDENTS WHO ARE AT

3 RISK OF READING FAILURE OR READING DISORDERS; AND

4 (II) DIRECTLY MEASURE READING COMPETENCY SKILLS,

5 INCLUDING, BUT NOT LIMITED TO:

6 (A) PHONOLOGICAL AND PHONEMIC AWARENESS;

7 (B) THE ALPHABETIC PRINCIPLE;

8 (C) ENCODING AND WORD-DECODING SKILLS;

9 (D) LETTER NAMING;

10 (E) ORAL READING FLUENCY; AND

11 (F) RAPID AUTOMATIZED NAMING;

12 (b) MEET VALIDITY AND RELIABILITY STANDARDS BY:

13 (I) USING NORM-REFERENCED AND CRITERION-BASED SCORES

14 THAT INCLUDE, AT A MINIMUM:

15 (A) VALIDITY AND RELIABILITY MEASURES FOR GRADE-LEVEL,

16 SKILL-SPECIFIC SUBTESTS;

17 (B) GRADE-LEVEL, SKILL-SPECIFIC VALIDITY MEASURES,

18 INCLUDING CONCURRENT VALIDITY, PREDICTIVE VALIDITY, AND

19 CLASSIFICATION ACCURACY;

20 (C) GRADE-LEVEL RELIABILITY MEASURES, INCLUDING

21 TEST-RETEST RELIABILITY, INTERRATER RELIABILITY IF THE ASSESSMENT

22 IS NOT COMPUTER ADAPTIVE, AND ALTERNATE FORM RELIABILITY; AND

23 (D) EVIDENCE THAT THE ASSESSMENT IS NORMED AND VALIDATED

24 USING A CONTEMPORARY MULTICULTURAL AND MULTILANGUAGE SAMPLE

25 OF STUDENTS, WITH OUTCOME DATA FOR STUDENTS WHOSE HOME

26 LANGUAGE IS A LANGUAGE OTHER THAN ENGLISH, AS WELL AS STUDENTS

27 WHO ARE NATIVE ENGLISH SPEAKERS;

1 (II) ENSURING THE ASSESSMENT INCLUDES A PUBLICLY AVAILABLE
2 TECHNICAL MANUAL; AND

3 (III) ENSURING THE PUBLICLY AVAILABLE TECHNICAL MANUAL
4 INCLUDES CUTOFF POINTS FOR RISK, BASED ON RESEARCH CORRELATING
5 SPECIFIC SKILL SCORES AT DESIGNATED TIME POINTS WITH FUTURE
6 READING OUTCOMES;

7 (c) ENCOURAGE DATA-DRIVEN INSTRUCTIONAL DECISION MAKING
8 BY:

9 (I) PROVIDING SCREENING ASSESSMENT RESULTS THAT ALLOW
10 TEACHERS TO DETERMINE WHETHER A STUDENT IS BELOW
11 RESEARCH-BASED CUTOFF POINTS FOR RISK ON A COMPOSITE SCORE AND
12 INDIVIDUAL SUBTESTS;

13 (II) PERMITTING THE USE OF SUBTEST SCORES AND RISK CUTOFF
14 POINTS IN THE SELECTION OF DIAGNOSTIC OR FORMATIVE ASSESSMENTS TO
15 FURTHER EVALUATE READING COMPETENCY SKILLS AND INFORM
16 DIFFERENTIATED INSTRUCTION; AND

17 (III) ENABLING EDUCATORS TO USE SCREENING ASSESSMENT DATA
18 TO GUIDE SUBSEQUENT ASSESSMENT AND INSTRUCTIONAL DECISIONS;

19 (d) PROMOTE EFFICIENT ADMINISTRATION AND FOLLOW-UP BY:

20 (I) MINIMIZING STUDENT ASSESSMENT TIME;

21 (II) PROVIDING RELIABLE ALTERNATE FORMS FOR PROGRESS
22 MONITORING;

23 (III) INCLUDING TIMED SUBTESTS TO MEASURE AUTOMATICITY
24 AND FLUENCY;

25 (IV) AVOIDING REDUNDANCY IN ADMINISTRATION AND SCORING;

26 AND

27 (V) SUPPLYING GUIDANCE AND RESOURCES FOR EDUCATORS

1 REGARDING HOW TO:

2 (A) ADMINISTER THE ASSESSMENT, INTERPRET RESULTS, AND
3 EXPLAIN RESULTS TO FAMILIES, INCLUDING IN STUDENTS' PRIMARY
4 LANGUAGES; AND

5 (B) DETERMINE FURTHER EDUCATIONAL STRATEGIES,
6 ASSESSMENTS, DIAGNOSTICS, AND POTENTIAL INTERVENTIONS THAT ARE
7 SPECIFIC TO EACH TYPE OF STUDENT RESULT THAT MAY BE EFFECTIVE FOR
8 THE SPECIFIC NEEDS OF AN INDIVIDUAL STUDENT AND THAT REFLECT A
9 TIERED INTERVENTIONS MODEL ALIGNED WITH THE MULTI-TIERED
10 SYSTEMS OF SUPPORTS.

11 (3) The department shall develop and implement a procedure for
12 identifying the reading assessments it recommends to the state board for
13 the approved list of reading assessments described in ~~subsection (2)(a)~~
14 SUBSECTIONS (2)(a) AND (2.5) of this section and for creating the advisory
15 lists of instructional programming and professional development
16 programs described in subsections (2)(b) and (2)(c) of this section. At a
17 minimum, the procedure must include:

18 (b) Evaluating the assessments, instructional programming, and
19 professional development programs that the department identifies or
20 receives, which evaluation is based on the criteria specified in ~~subsection~~
21 ~~(2)~~ SUBSECTIONS (2) AND (2.5) of this section and any additional criteria
22 the state board may adopt by rule. The department may contract with an
23 independent, third-party evaluator approved by the state board to evaluate
24 the materials. The department shall recommend to the state board the
25 reading assessments that meet the requirements specified in ~~paragraph (a)~~
26 ~~of subsection (2)~~ SUBSECTIONS (2)(a) AND (2.5) of this section.

27 (8) (c) The multi-year evaluation of the implementation of this

1 part 12 must include:

2 (I) Review of the approved reading assessments and the items
3 included on the advisory lists of instructional programming in reading and
4 supporting technologies and of professional development programs to
5 ensure that they meet the requirements specified in ~~subsection (2)~~
6 SUBSECTIONS (2) AND (2.5) of this section and a review of the processes
7 by which the department identifies assessments, instructional
8 programming in reading, and professional development programs for
9 inclusion on the lists;

10 **SECTION 9.** In Colorado Revised Statutes, 22-20.5-102, **amend**
11 (3) as follows:

12 **22-20.5-102. Definitions.** As used in this article 20.5, unless the
13 context otherwise requires:

14 (3) "Dyslexia" means a specific learning disability that is
15 neurobiological in origin and characterized by difficulties with accurate
16 ~~and~~ OR fluent word recognition and by poor spelling and ~~decoding~~
17 WORD-DECODING abilities, which difficulties typically result from a
18 deficit in the phonological component of language that is often
19 unexpected in relation to other cognitive abilities and the provision of
20 effective classroom instruction. The secondary consequences of dyslexia
21 may include problems in reading comprehension and reduced reading
22 experience that may impede growth of vocabulary and background
23 knowledge.

24 **SECTION 10. Act subject to petition - effective date.** This act
25 takes effect at 12:01 a.m. on the day following the expiration of the
26 ninety-day period after final adjournment of the general assembly; except
27 that, if a referendum petition is filed pursuant to section 1 (3) of article V

1 of the state constitution against this act or an item, section, or part of this
2 act within such period, then the act, item, section, or part will not take
3 effect unless approved by the people at the general election to be held in
4 November 2026 and, in such case, will take effect on the date of the
5 official declaration of the vote thereon by the governor.