

**First Regular Session
Seventy-fifth General Assembly
STATE OF COLORADO**

ENGROSSED

*This Version Includes All Amendments Adopted
on Second Reading in the House of Introduction*

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 DYSLLEXIA.**

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.

SENATE
Amended 2nd Reading
April 4, 2025

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.

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

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

(a) Early identification and targeted intervention for students showing signs of dyslexia are vital to ensure academic success and prevent the long-term consequences of poor reading skills. Dyslexia, which affects approximately one in 5 individuals, according to data from the Yale center for dyslexia and creativity, is among the most common learning disabilities. Without strategic, evidence-based support, students with dyslexic traits often fall behind, hindering their academic growth, limiting future employment prospects, and increasing the risk of negative 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. Universal dyslexia screeners measure
13 reading competency skills such as phonological awareness, sound-symbol
14 knowledge, rapid naming, word decoding, and encoding, reflecting
15 proven best practices. Requiring each local education provider to adopt
16 or create a plan for universal dyslexia screening in kindergarten through
17 third grade helps ensure that every child, especially those at the most risk,
18 receives timely, targeted 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 universal dyslexia screening results suggest dyslexia risk factors, provide
26 a clear explanation of findings, and propose practical ways to support
27 reading progress at home. These steps mirror successful protocols in other

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

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

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12 **SECTION 2.** In Colorado Revised Statutes, 22-7-1203, **amend**
13 (1); and **add** (1.5), (3.5), (3.7), (7.6), (7.7), (9.5), (9.7), (9.9), (10.5),
14 (10.6), (18), and (19) as follows:

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

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

1 EVIDENCE" MAY INCLUDE THE ADDITIONAL ELEMENTS IDENTIFIED IN
2 SECTION 22-7-1205 (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 3.** 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;

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1 **SECTION 4.** In Colorado Revised Statutes, 22-7-1208, **add** (9)
2 as follows:

3 **22-7-1208. Local education providers - procedures - plans -**
4 **training - rules.** (9) (a) BY THE BEGINNING OF THE 2026-27 SCHOOL
5 YEAR, A LOCAL EDUCATION PROVIDER SHALL:

6 (I) IMPLEMENT A UNIVERSAL DYSLEXIA SCREENER THAT IS
7 INCLUDED IN AN INTERIM ASSESSMENT RECOMMENDED PURSUANT TO
8 SECTION 22-7-1209(2.5) OR THAT IS ADMINISTERED SEPARATELY FROM AN
9 INTERIM ASSESSMENT, BUT IN ALL CASES THE UNIVERSAL DYSLEXIA
10 SCREENER MUST MEET THE CRITERIA SPECIFIED IN SECTION 22-7-1209
11 (2.5)(a) FOR RECOMMENDED READING ASSESSMENTS THAT INCLUDE A
12 UNIVERSAL DYSLEXIA SCREENER; OR

13 (II) CREATE A UNIVERSAL DYSLEXIA SCREENING PROCESS FOR
14 IDENTIFYING STUDENTS WHO DISPLAY CHARACTERISTICS OF DYSLEXIA. A
15 PROCESS CREATED PURSUANT TO THIS SUBSECTION (9)(a)(II) MUST
16 INCLUDE, BUT IS NOT LIMITED TO, UNIVERSAL SCREENING OF
17 KINDERGARTEN, FIRST-GRADE, SECOND-GRADE, AND THIRD-GRADE
18 STUDENTS ON READING COMPETENCY SKILLS TO IDENTIFY RISK FACTORS
19 FOR DYSLEXIA USING INTERIM, DIAGNOSTIC, AND VARIOUS FORMAL AND
20 INFORMAL ASSESSMENTS, INCLUDING RAPID AUTOMATIZED NAMING, AS
21 APPROPRIATE FOR EACH GRADE LEVEL. KINDERGARTEN RISK FACTORS
22 INCLUDE, BUT ARE NOT LIMITED TO, WEAKNESSES IN PHONOLOGICAL
23 AWARENESS, SOUND-SYMBOL RECOGNITION, ALPHABET KNOWLEDGE,
24 WORD DECODING, AND ORAL LANGUAGE SKILLS. FIRST-GRADE RISK
25 FACTORS INCLUDE, BUT ARE NOT LIMITED TO, WEAKNESSES IN
26 PHONOLOGICAL AWARENESS, SOUND-SYMBOL RECOGNITION, WORD
27 DECODING, ENCODING, AND ORAL READING FLUENCY. SECOND-GRADE AND

1 THIRD-GRADE RISK FACTORS INCLUDE, BUT ARE NOT LIMITED TO,
2 WEAKNESSES IN WORD DECODING, ENCODING, ORAL READING FLUENCY,
3 AND VOCABULARY SKILLS.

4 (b) THE UNIVERSAL DYSLEXIA SCREENER OR UNIVERSAL DYSLEXIA
5 SCREENING PROCESS FOR IDENTIFYING STUDENTS WHO DISPLAY
6 CHARACTERISTICS OF DYSLEXIA THAT IS IMPLEMENTED OR CREATED
7 PURSUANT TO SUBSECTION (9)(a) OF THIS SECTION MUST BE GIVEN TO
8 STUDENTS ENROLLED IN KINDERGARTEN DURING THE LAST NINETY DAYS
9 OF THE SCHOOL YEAR AND BE GIVEN TO STUDENTS ENROLLED IN THE FIRST,
10 SECOND, AND THIRD GRADES DURING THE FIRST NINETY DAYS OF THE
11 SCHOOL YEAR.

12 (c) IF THE UNIVERSAL DYSLEXIA SCREENER OR UNIVERSAL
13 DYSLEXIA SCREENING PROCESS FOR IDENTIFYING STUDENTS WHO DISPLAY
14 CHARACTERISTICS OF DYSLEXIA THAT IS IMPLEMENTED OR CREATED
15 PURSUANT TO SUBSECTION (9)(a) OF THIS SECTION IDENTIFIES RISK
16 FACTORS FOR DYSLEXIA, A TEACHER SHALL ADMINISTER ONE OR MORE
17 DIAGNOSTIC ASSESSMENTS PURSUANT TO SECTION 22-7-1205 (1)(b) AND
18 PROCEED WITH READ PLAN IMPLEMENTATION OR ALTERNATIVE
19 PROCEDURES AS REQUIRED PURSUANT TO SECTIONS 22-7-1205 AND
20 22-7-1206.

21 **SECTION 5.** In Colorado Revised Statutes, 22-7-1209, **amend**
22 (1)(a), (2)(a)(I), (3) introductory portion, (3)(b), and (8)(c)(I); and **add**
23 (2.5) as follows:

24 **22-7-1209. State board - rules - department - duties.** (1) The
25 state board shall promulgate rules in accordance with the "State
26 Administrative Procedure Act", article 4 of title 24, as necessary to
27 implement the provisions of this part 12, which rules must include, but

1 need not be limited to:

2 (a) The minimum reading competency skill levels in the areas of
3 phonemic awareness; phonics; vocabulary development; ~~reading fluency,~~
4 ~~including~~ ORAL SKILLS, INCLUDING ORAL READING FLUENCY; ENCODING;
5 WORD DECODING; and reading comprehension for kindergarten and first,
6 second, and third grades. The state board shall base the minimum skill
7 levels for second and third grades primarily on scores attained on the
8 assessments approved by the state board pursuant to subsection (1)(b) of
9 this section. The state board shall describe the minimum skill levels for
10 students as they complete kindergarten and first grade using matrices of
11 appropriate indicators, which indicators may include measures of
12 students' social and emotional development, physical development,
13 language and comprehension development, and cognition and general
14 knowledge. The state board shall adopt the rules described in this
15 subsection (1)(a) by March 31, 2013. The state board shall review the
16 minimum reading competency skill levels on or before July 1, 2019, and
17 every four years thereafter and update them as necessary.

18 (2) (a) (I) Using the procedure developed pursuant to subsection
19 (3) of this section, the department shall review and recommend to the
20 state board reading assessments, including interim, summative, and
21 diagnostic assessments, for kindergarten and first, second, and third
22 grades that, at a minimum, meet the criteria specified in ~~subsection~~
23 ~~(2)(a)(H)~~ SUBSECTIONS (2)(a)(II) AND (2.5) of this section. Following
24 action by the state board to approve reading assessments pursuant to
25 subsection (1)(b) of this section, the department shall create a list of the
26 approved reading assessments for kindergarten and first, second, and third
27 grades for use by local education providers. The department shall update

1 the list of approved reading assessments on or before July 1, 2019, and
2 every four years thereafter as necessary. The department shall work with
3 the approved assessment publishers to better align, to the extent
4 practicable, the minimum reading competency levels for third grade,
5 which are based on the scores attained on the approved assessments, with
6 the preschool through elementary and secondary education standards for
7 third-grade reading adopted pursuant to section 22-7-1005.

8 (2.5) NOTWITHSTANDING THE REQUIREMENTS OF SUBSECTION
9 (2)(a)(II) OF THIS SECTION, DURING THE DEPARTMENT'S REQUIRED REVIEW
10 OF ASSESSMENTS PURSUANT TO THIS SECTION, THE DEPARTMENT MAY
11 RECOMMEND INTERIM ASSESSMENTS THAT INCLUDE A UNIVERSAL
12 DYSLEXIA SCREENER. EACH OF THE RECOMMENDED INTERIM ASSESSMENTS
13 MUST BE DEVELOPMENTALLY APPROPRIATE, ECONOMICAL, AND EFFICIENT
14 TO ADMINISTER. EACH RECOMMENDED INTERIM ASSESSMENT THAT
15 INCLUDES A UNIVERSAL DYSLEXIA SCREENER MUST MEET THE FOLLOWING
16 CRITERIA:

17 (a) IN THE IDENTIFICATION OF STUDENTS WHO ARE AT RISK OF
18 READING DIFFICULTIES:

19 (I) ACCURATELY AND RELIABLY IDENTIFY STUDENTS WHO ARE AT
20 RISK OF READING FAILURE OR READING DISORDERS; AND

21 (II) DIRECTLY MEASURE READING COMPETENCY SKILLS,
22 INCLUDING, BUT NOT LIMITED TO:

23 (A) PHONOLOGICAL AND PHONEMIC AWARENESS;

24 (B) THE ALPHABETIC PRINCIPLE;

25 (C) ENCODING AND WORD-DECODING SKILLS;

26 (D) LETTER NAMING;

27 (E) ORAL READING FLUENCY; AND

1 (F) RAPID AUTOMATIZED NAMING;

2 (b) MEET VALIDITY AND RELIABILITY STANDARDS BY:

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

4 THAT INCLUDE, AT A MINIMUM:

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

6 SKILL-SPECIFIC SUBTESTS;

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

8 INCLUDING CONCURRENT VALIDITY, PREDICTIVE VALIDITY, AND

9 CLASSIFICATION ACCURACY;

10 (C) GRADE-LEVEL RELIABILITY MEASURES, INCLUDING

11 TEST-RETEST RELIABILITY, INTERRATER RELIABILITY IF THE ASSESSMENT

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

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

14 USING A CONTEMPORARY MULTICULTURAL AND MULTILANGUAGE SAMPLE

15 OF STUDENTS, WITH OUTCOME DATA FOR STUDENTS WHOSE HOME

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

17 WHO ARE NATIVE ENGLISH SPEAKERS;

18 (II) ENSURING THE ASSESSMENT INCLUDES A PUBLICLY AVAILABLE

19 TECHNICAL MANUAL; AND

20 (III) ENSURING THE PUBLICLY AVAILABLE TECHNICAL MANUAL

21 INCLUDES CUTOFF POINTS FOR RISK, BASED ON RESEARCH CORRELATING

22 SPECIFIC SKILL SCORES AT DESIGNATED TIME POINTS WITH FUTURE

23 READING OUTCOMES;

24 (c) ENCOURAGE DATA-DRIVEN INSTRUCTIONAL DECISION MAKING

25 BY:

26 (I) PROVIDING UNIVERSAL SCREENING ASSESSMENT RESULTS THAT

27 ALLOW TEACHERS TO DETERMINE WHETHER A STUDENT IS BELOW

1 RESEARCH-BASED CUTOFF POINTS FOR RISK ON A COMPOSITE SCORE AND
2 INDIVIDUAL SUBTESTS;

3 (II) PERMITTING THE USE OF SUBTEST SCORES AND RISK CUTOFF
4 POINTS IN THE SELECTION OF DIAGNOSTIC OR FORMATIVE ASSESSMENTS TO
5 FURTHER EVALUATE READING COMPETENCY SKILLS AND INFORM
6 DIFFERENTIATED INSTRUCTION; AND

7 (III) ENABLING EDUCATORS TO USE UNIVERSAL SCREENING
8 ASSESSMENT DATA TO GUIDE SUBSEQUENT ASSESSMENT AND
9 INSTRUCTIONAL DECISIONS;

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

11 (I) MINIMIZING STUDENT ASSESSMENT TIME;

12 (II) PROVIDING RELIABLE ALTERNATE FORMS FOR PROGRESS
13 MONITORING;

14 (III) INCLUDING TIMED SUBTESTS TO MEASURE AUTOMATICITY
15 AND FLUENCY;

16 (IV) AVOIDING REDUNDANCY IN ADMINISTRATION AND SCORING;

17 AND

18 (V) SUPPLYING GUIDANCE AND RESOURCES FOR EDUCATORS
19 REGARDING HOW TO:

20 (A) ADMINISTER THE ASSESSMENT, INTERPRET RESULTS, AND
21 EXPLAIN RESULTS TO FAMILIES, INCLUDING IN STUDENTS' PRIMARY
22 LANGUAGES; AND

23 (B) DETERMINE FURTHER EDUCATIONAL STRATEGIES,
24 ASSESSMENTS, DIAGNOSTICS, AND POTENTIAL INTERVENTIONS THAT ARE
25 SPECIFIC TO EACH TYPE OF STUDENT RESULT THAT MAY BE EFFECTIVE FOR
26 THE SPECIFIC NEEDS OF AN INDIVIDUAL STUDENT AND THAT REFLECT A
27 TIERED INTERVENTIONS MODEL ALIGNED WITH THE MULTI-TIERED

1 SYSTEMS OF SUPPORTS.

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

9 (b) Evaluating the assessments, instructional programming, and
10 professional development programs that the department identifies or
11 receives, which evaluation is based on the criteria specified in ~~subsection~~
12 ~~(2)~~ SUBSECTIONS (2) AND (2.5) of this section and any additional criteria
13 the state board may adopt by rule. The department may contract with an
14 independent, third-party evaluator approved by the state board to evaluate
15 the materials. The department shall recommend to the state board the
16 reading assessments that meet the requirements specified in ~~paragraph (a)~~
17 of ~~subsection (2)~~ SUBSECTIONS (2)(a) AND (2.5) of this section.

18 (8) (c) The multi-year evaluation of the implementation of this
19 part 12 must include:

20 (I) Review of the approved reading assessments and the items
21 included on the advisory lists of instructional programming in reading and
22 supporting technologies and of professional development programs to
23 ensure that they meet the requirements specified in ~~subsection (2)~~
24 SUBSECTIONS (2) AND (2.5) of this section and a review of the processes
25 by which the department identifies assessments, instructional
26 programming in reading, and professional development programs for
27 inclusion on the lists;

1 **SECTION 6.** In Colorado Revised Statutes, 22-20.5-102, **amend**
2 (3) as follows:

3 **22-20.5-102. Definitions.** As used in this article 20.5, unless the
4 context otherwise requires:

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

15 **SECTION 7. Act subject to petition - effective date.** This act
16 takes effect at 12:01 a.m. on the day following the expiration of the
17 ninety-day period after final adjournment of the general assembly; except
18 that, if a referendum petition is filed pursuant to section 1 (3) of article V
19 of the state constitution against this act or an item, section, or part of this
20 act within such period, then the act, item, section, or part will not take
21 effect unless approved by the people at the general election to be held in
22 November 2026 and, in such case, will take effect on the date of the
23 official declaration of the vote thereon by the governor.