This document contains technical assistance for Iowa Code section 279.68. Updates will be posted on the Early Literacy Implementation website, and sections will be highlighted [New] with a date stamp.

Purpose

The following appendices are to be used as companion technical assistance to the Department's official guidance for Iowa Code section 279.68. The purpose of these documents is to aid Iowa's public school districts in implementing the requirements of Iowa Code section 279.68 regarding early literacy progression. For specific requirements and permitted actions, please refer to published Early Literacy Guidance. Each appendix contains:

1. A brief description of the appendix contents.
2. Table of contents
3. All available example documents, protocols and/or other support materials

APPENDIX	TOPIC
A	Assessment: Universal Screening and Progress Monitoring
B	Continuous Improvement
C	Data Reporting
D	Early Childhood
E	Finance
F	Intensive Intervention and Core Instruction
G	Parent/Guardian Notification
H	Persistently at Risk
I	Specific Student Populations

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A: Assessment: Universal Screening and Progress Monitoring

The following appendix is to be used as companion technical assistance to the Iowa Department of Education's (Department) official guidance for Iowa Code section 279.68. The purpose of this appendix is to support schools in implementing the requirements of Iowa Code section 279.68. The content is focused on the approved tools for universal screening and progress monitoring and includes information on the universal screening window, benchmarks, and using another approved assessment for individual students.

1. Universal Screening Window
2. Selecting and Verifying the Default Assessment
3. Universal Screening Benchmarks
4. Approved Literacy Assessments
5. Changing from Non-FAST to FAST Assessments
6. Using another approved measure for an individual student

1. **Universal Screening Window**. The Department's general guidance regarding universal screening windows is that universal screening assessments are required to be administered three times a year. The fall administration window is between the third and sixth week of the start of the school year. The winter administration window is during the first six weeks students are back after winter break. The spring administration window is generally the last four weeks of the school year. Year-round schools have specially designed windows tailored to their calendar. It is recommended that screening is planned within a two-week window, allowing some extra time the following week to catch any students missed. Specific universal screening window dates are published each year by the spring testing window of the previous year, on the Early Literacy Implementation (ELI) website.

2. **Selecting and Verifying the Default Assessment**. Districts must identify which of the approved measures per grade and building will be used for literacy status purposes. This must be done before the first day of the screening period and reviewed annually. A school may use multiple measures, however only the one designated for literacy status will be used consistently across the three screening windows for this purpose. Because multiple assessments may be visible in the state supported data system, districts/schools should plan to communicate the designated default assessment to staff, as well as the reasons and procedures to be applied when a student needs to take another approved measure.

2. **Universal Screening Benchmarks. [Updated:** January 6, 2020**].** Districts must follow the benchmarks established by the test developers that are appropriate for that assessment. When different cut scores are available, schools must use the criterion benchmarks for decisions about risk and literacy status. Growth and normative benchmarks may be used for other purposes. Certification to administer assessments is a critical step to increase the accuracy of obtained data. Annual checks of certification and periodic review of assessment administration will be completed by the local district or school manager.

   For schools using the Formative Assessment System for Teachers (FAST), benchmarks are programmed into the system. Below you will find benchmarks for the following multiple levels and multiple measures.
   - **Table A1**: Comp K and Comp 1
   - **Table A2**: FAST CBM-R
   - **Table A3**: FAST aReading

Table A1 contains benchmarks for Comp K and Comp 1. The best estimate of students' early literacy skills is the earlyReading composite. The composite consists of four selected subtests differently weighted to optimize the predictive relationship between the composite and broad reading achievement scores.

Table A1.

FAST K-1 earlyReading subtests and Composite 2019-2020

FAST K-1 earlyReading Subtests and Composite						
	Kindergarten			**1st Grade**		
Measure	Fall	Winter	Spring	Fall	Winter	Spring
Concepts of Print	7					
Onset Sounds	11	16				
Letter Names	14					
Letter Sounds	3	26	41			
Word Segmenting		25	30	28	31	32
Nonsense Words		6	12	10	17	22
Sight Words-50			13			
Sight Words-150				16	49	65
Sentence Reading				12		
CBMreading					37	66
earlyReading Composite	32	50	64	33	52	66

FastBridge Learning (FBL), the developer of FAST assessments, periodically updates risk indicator benchmarks.

Table A2 contains the benchmarks for CBM-R. The numbers in the table below reflect the median number of words read correctly across three passages. In order to achieve benchmark status, the student must read the number of words correct per minute at 95 percent accuracy. The standard for all grades levels and all seasons is 95 percent accuracy. CBM-R is a measure of accuracy, automaticity, and expression in connected text.

Table A2.

FAST CBM-R Benchmarks 2019-2020

FAST CBM-Reading			
Grade	**Fall**	**Winter**	**Spring**
Kdg			
1st		37	66
2nd	56	84	101
3rd	87	110	125
4th	115	133	147
5th	132	149	162
6th	144	159	171

Table A3 contains the benchmarks for aReading. aReading is a computer adaptive reading assessment that presents the student with 30 questions of varying difficulty. The difficulty varies by the student level of accuracy on the previous question. Generally speaking, an incorrect response generates a question of less difficulty, and a correct response generates a question of equivalent or greater difficulty. The scores in the table below are categorized as RIT scores and represent the level of student achievement from kindergarten to 12th grade.

Table A3.

FAST aReading Benchmarks 2019-2020

FAST aReading			
Grade	Fall	Winter	Spring
Kdg		417	437
1st	435	455	468
2nd	469	481	490
3rd	490	498	503
4th	502	509	513
5th	513	517	520
6th	517	521	524

Benchmarks represent the lowest score that "passes" the screening. Any score lower than this score is interpreted as at risk or needing additional attention.

3. **Approved Literacy Assessments.** Districts are required to assess all Kindergarten through third grade students three times a year [fall, winter, spring] using a Department-approved universal screening assessment. The current list of approved assessments can be found on the ELI page of the Department website educateiowa.gov or in the Additional Supports section at the end of ELI Guidance

4. **Changing from Non FAST to FAST Assessments** (*Kindergarten to sixth* grade assessments)**.** Schools that want to switch to FAST assessments from another approved measure should contact the Iowa Support team or Janell Brandhorst at janell.brandhorst@iowa.gov

5. **Changing the default progress monitoring measure.** In certain circumstances, a below grade level measure may be used for weekly progress monitoring. When administering an off-grade level measure, a grade level measure should be given (less frequently; typically once per month) to evaluate whether the student's progress is sufficient to accelerate learning and close the gap

B: Continuous Improvement

The following appendix is to be used as companion technical assistance to the Department's official guidance for 279.68. The purpose of this appendix is to support schools in implementing the requirements of Iowa Code section 279.68. The content includes general information on continuous improvement as it relates to early literacy, collaborative inquiry questions which serve as the foundation of Iowa's Continuous School Improvement Process[1], general guidance around chronic and early absenteeism, and analysis of universal screening and progress monitoring data within early literacy:

1. General information on continuous improvement
2. Collaborative Inquiry Questions
3. Chronic and Early Absenteeism
4. Protocols to support schools to analyze their data, identify barriers and address areas of concern

1. **General Information on continuous improvement**. Schools must analyze universal screening and progress monitoring data at the systems and school level, including across specific student characteristics including but not limited to [New March 30, 2018] (1) each major racial and ethnic group, (2) economically disadvantaged compared to students who are not economically disadvantaged, (3)children with disabilities compared to children without disabilities, (4) English proficiency status, (5) gender, (6) migrant status, (7) military status, (8) children in foster care, as well as attendance. Analyses must include the following:

   ● Percent of students assessed with a valid and reliable universal screening tool.
   ● Percent of students not meeting benchmark assessed with a valid and reliable progress monitoring tool at least 90% of the weeks between screening periods.
   ● Percent of students at benchmark on universal screening assessment.
   ● Percent of students at or above benchmark in the fall and remaining at or above benchmark.
   ● Percent of learners below benchmark two consecutive screening periods receiving intervention.
   ● Percent of learners below benchmark in the fall who then score at or above benchmark in a subsequent screening period.

   Schools are required to identify barriers, and address any areas of concern based on these analyses within their Comprehensive School Improvement Plan (CSIP) within the CASA application Protocols and guides for continuous improvement are housed on the ESSA Support Site for the use of these tools may be accessed through the Area Education Agencies (AEAs).

2. **Collaborative Inquiry Questions.** The Collaborative Inquiry Questions are used to drive the process of continuous improvement in Iowa and serve as the foundation of implementation of the Iowa Core and Iowa Early Learning Standards within a Multi-Tiered System of Supports. Table B1 contains the overall Collaborative Inquiry Questions. These questions were developed to be used within a collaborative inquiry process supported within Iowa's Continuous School Improvement Process. Each question indicated in Table B1 has related steps that support schools to identify answers. For the building level steps related to each question, access the Differentiated Accountability page on the Department website.

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[1] The collaborative inquiry process serves as the foundation of implementation of the Iowa Core within a Multi-Tiered System of Supports within Iowa's Continuous School Improvement Process, and Differentiated Accountability Model. This appendix does not include (a) professional learning related to the use of these tools, (b) provision of information about how to complete a Comprehensive School Improvement Plan, or (c) description of Iowa's Continuous School Improvement Process or Differentiated Accountability Model. Please visit the Iowa Department of Education website for more information regarding the completion of a Comprehensive School Improvement Plan, Iowa's Continuous School Improvement Process or Differentiated Accountability Model.

Table B1.
Collaborative Inquiry Questions

LEADERSHIP & CONSENSUS
A. Is there initial and ongoing <u>administrator</u> AND <u>staff</u> consensus to develop and implement practices within MTSS?
B. Is there a leadership team established to support consensus, infrastructure, implementation, and sustainability of practices within MTSS?

ASSESSMENT & DATA-BASED DECISION MAKING
C. Is a comprehensive, balanced assessment system used to determine student learning and program effectiveness?

UNIVERSAL AND INTERVENTION SYSTEMS	
D. Do we have an established and ongoing collaborative inquiry process for implementation of practices within MTSS?	
Universal Tier	**1. Is the Universal Tier sufficient?**
	2. If the Universal Tier is not sufficient, what are the needs that must be addressed?
	3. How will Universal Tier needs be addressed?
	4. How will the implementation of the Universal Tier actions be monitored over time?
	5. Have Universal Tier actions been effective?
Intervention System	**6. Which students need support in addition to the Universal Tier?**
	7. Which of the Targeted and/or Intensive Tier supports are needed to meet the needs of identified students?
	8. How will Targeted and/or Intensive Tier supports be implemented?
	9. How will the implementation of Targeted and Intensive Tier supports be monitored over time?
	10. Have targeted and intensive tier supports been effective?

INFRASTRUCTURE
E. Is there an effective structure in place to provide on-going professional learning and coaching to support all staff members?
F. Is there an effective evaluation of implementation of practices within MTSS and impact on achievement in place?
G. Is effective infrastructure in place to support sustainability of practices within MTSS over time?

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3. **Chronic and Early Absenteeism.** The Department's guidance states that chronic early absenteeism is the extent to which a student in kindergarten through third grade is frequently absent from school. Chronic Early Absenteeism is defined as missing 10 percent or more of school days for any reason. Schools must include analyses of chronic early elementary absenteeism at the system and school level, and its impact on literacy. Schools are required to identify barriers, and address any areas of concern based on these analyses within their Comprehensive School Improvement Plan.

4. **Protocols to support schools to identify barriers and address areas of concern.** The Department's official guidance indicates that schools must address reading proficiency as part of the district's Comprehensive School Improvement Plan using data from universal screening and progress monitoring assessments at the classroom and school levels and analyzed by other student characteristics. There are several protocols that facilitate such analyses at the systems and school level. The questions the analyses must address, as well as the protocols that facilitate such analyses, are listed below. Note that the protocols are on the ESSA Support Site.

   ● Percent of students assessed with a valid and reliable universal screening tool.
      ○ *Data-Based Decision-Making* Assessment System Protocol. This tool assists a district or building in mapping the collaborative inquiry questions to their data for the purpose of discussing what percent of students were assessed with a valid and reliable screener.
   • Percent of students not at benchmark assessed with a valid and reliable progress monitoring tool at least 90% of the weeks between screening periods.
      ○ *Data-Based Decision-Making* Assessment System Protocol. This tool assists a district or building in mapping the collaborative inquiry questions to their data for the purpose of discussing what percent of students not at benchmark were monitored using a valid and reliable progress monitoring measure.
   • Percent of students at benchmark on universal screening assessment
      ○ *Universal Instruction.* Universal Instruction Protocol. This tool assists a district or building in mapping the collaborative inquiry questions to their data for the purpose of discussing the percentage of the population that meets or exceeds the screening cut scores. Percent of students meeting benchmark is discussed by district, building, grade, and sub-group, as well as an examination of special education rate compared to AEA and state.
   • Percent of students at or above benchmark in the fall and remaining at or above benchmark
      ○ *Universal Instruction*. Universal Instruction Protocol. This healthy indicator report takes a snapshot of the percent of students at benchmark who remained at benchmark for subsequent seasons. .
   • Percent of learners below benchmark two consecutive screening periods receiving intervention
      ○ *Intervention System.* Intervention System Protocol. This tool assists a building or a district to examine their data and discuss what percent of students below benchmark are assigned to intervention within the system.
   • Percent of learners below benchmark in the fall who then score at or above benchmark in a subsequent screening period.
      ○ *Intervention System.* Intervention System Protocol. This tool assists a building or a district to examine their data and discuss which students made gains sufficient to move from below benchmark to at/above benchmark, given instructional intervention.

C: Data Reporting

The following appendix is to be used as companion technical assistance to the Department's official guidance for Iowa Code section 279.68. The purpose of this appendix is to support schools in implementing the requirements of Iowa Code section 279.68. Appendix C provides technical assistance for the data reporting requirements of ELI, updates to procedures for reporting data, and tips to navigate the state supported data system and assessments.

1. General Data Reporting Information
2. FAST Technical Assistance for Iowa
3. Student and Teacher Data in the State Supported Data System
4. Using Another Approved Measure for Literacy Status

1. General Data Reporting Information.

This appendix identifies the data reporting requirements according to ELI. For districts using the state supported assessment(s) in FAST, many components of the data will be housed there. For any required information not present in FAST, districts are advised to keep the data in a manner that will allow it to be provided to the Department upon request. Additional tools, resources, and processes for reporting data will be posted here, when available.

Tables F1 and F2 provide an overview of the data reporting required. Note that data reporting requirements will be revised each year to comply with additional mandates (or removal of mandates) within Iowa Code section 279.68.

Table F1.

Required Data Reporting for grades K, 1, 2 and 3.

Literacy Status	Universal Screening	Progress Monitoring	Intensive Interventions
Adequately Progressing	Yes		
At Risk	Yes	Yes	No
Persistently At Risk	Yes	Yes	Yes

Table F2.

Required Data Reporting for grades 4 and beyond.

Literacy Status	[1]Benchmarking	Progress Monitoring	Intensive Interventions
Adequately Progressing			
At Risk	Yes	[2]No	[3]No
Persistently At Risk	Yes	[4]No	Yes

[1]Universal screening by definition is screening all students; benchmarking is the administration of universal screening to a subset of students. In this case, this means administration of the universal screening assessment three times a year to all students identified as persistently at-risk at the end of third grade in 4th grade and beyond.

[2-4]Although progress monitoring data are not required to be reported, it is highly recommended that students identified as at risk, or persistently at risk, are monitored more frequently to ensure instruction is meeting their needs.

[3]Although intensive intervention data are not required to be reported, it is highly recommended that students identified as at risk receive intensive instruction that meets their needs.

2. [New March 30, 2018] **FAST Technical Assistance for Iowa.** FAST Technical Assistance for Iowa is provided through the Support Ticket System in FAST. After logging in, Select "Support" in the upper left menu bar, then add new request or check an existing request. For users without access to the FAST system directly, questions may be sent to help@fastrbridge.org. The Iowa Support Team provides the first line of response for tickets from Iowa. Please do not use the chat function in FAST, as the national agents are not responsible for Iowa-specific information such as student information systems/SIF and may inadvertently give you incorrect information.

3. [New March 30, 2018] **Student and Teacher Data in the State Supported Data System.** Student and classroom teacher data in the FAST system is populated using the local Student Information System. Students and classroom users in Iowa should not be entered or changed manually in the FAST system by district managers. For assistance managing students and classrooms teachers visible in FAST please contact FAST Technical Assistance for Iowa through the Support Ticket System or at help@fastbridge.org.

4. **Using Another Approved Measure for Literacy Status (persistently at risk, at risk, and adequately progressing).**

   Literacy status is based on the district default assessment, designated in the fall of each year. The default measure for an individual student may be changed based on specific circumstances. For example, a student may be nonverbal or have a significant dysfluency issue, therefore aReading is a more accurate measure of reading proficiency and risk than CBM-R. Likewise, a student may have a motor impairment or inability to independently focus on a computer adaptive measure (aReading) and require individual administration of another measure (CBMR). In some cases, the student may participate in the district default measure but another approved measure may be used for literacy status determination.

   Any change in the measure used should have a valid educational reason, be documented, and include discussion with the family. The status itself cannot be changed; only the measure used to calculate literacy status. Another approved measure may **not** be selected in order to improve the student's score or change their literacy status. There is not a place in the FAST system to designate another approved measure was used, alternate assessment, or home-school/dual enrolled/parents decline. If schools want to keep track of that locally, the following organizer may be used. It is not required and will not be requested for upload by the state. Click here: Students not Assessed with the District Default.

D: Early Childhood

The following appendix is to be used as companion technical assistance to the Department's official guidance for Iowa Code section 279.68. The purpose of this appendix is to support schools in implementing the requirements of Iowa Code section 279.68. The content includes more information about preschool and kindergarten, Teaching Strategies GOLD and preschool early literacy screening data, such as IGDIs, and alignment between the Iowa Core and the Iowa Early Learning Standards (IELS) specific to English language arts and mathematics:

1. Preschool and Kindergarten Guidance
2. Teaching Strategies GOLD and preschool early literacy universal screening
3. Alignment between Iowa Core for English language arts and mathematics, and the IELS

1. **Preschool and Kindergarten Guidance**. The ELI Law has provided the state of Iowa with an opportunity to clarify expectations for early childhood programs. Original separate guidance provided on November 12, 2014, is included here, and any further information will be updated in this appendix. Information here is specific to the Department funded programs, and provides clarification for Iowa's public schools specific to the definition, condition for enrollment, required standards and assessments and funding for preschool and kindergarten programs. For preschool and kindergarten programs, the Department provides funds through Statewide Voluntary Preschool Programs (SWVPP), state aid through certified enrollment for kindergarten programs, and special education weighting.

Table C1.

Preschool and Kindergarten

| Program | Age | Conditions for Enrollment | Standards | Assessment | State Funding | | |
					SWVPP	Special Education	Certified Enrollment
Statewide Voluntary Preschool Program for Four-Year-Old Children [SWVPP]	4	● Child is a resident of Iowa ● Open Enrollment does not apply	Iowa Early Learning Standards (IELS)	GOLD online assessment [required] Universal Screening [optional]	Yes	No	.5
	4-IEP support services only				Yes	No	.5
	4 – IEP	● Child is a resident of Iowa ● Open Enrollment applies			No	Yes	1.0 + special education through weighting
Kindergarten [Age on or before 9/15]	5	● Open Enrollment applies	Iowa Core	District Determined Assessments [required] Department	No	No	1.0
	5 – IEP support services only				No	No	1.0

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	5 – IEP	● Grade Level is District Determined		approved universal screening assessment. The Department supports administration of FAST. FAST may also be used as the district's KLA measure. [required]	No	Yes	1.0 + special education through weighting

The Department recognizes that one classroom may serve SWVPP and kindergarten-age eligible children as part of a multi-grade program. The table above illustrates the conditions regarding standards and assessment that must be met for each age group.

SWVPP dollars may not be used to support five year old attendance in SWVPP. The district may select to fund kindergarten-age eligible children as part of a multi-grade program [space permitting after all four year old enrollment has been accounted for], in the following ways:

- Certified enrollment or special education funds
- Parent/Guardian paid tuition
- Funding provided by other community resources

Once a child has completed any programming prior to kindergarten [e.g., transitional, alternative, beginning] and is age eligible for first grade, there are two options:

- **The child attends kindergarten**. If 1.0 funding was used to support a child to attend previous programming such as transitional, alternative or beginning programs, then the child would be considered as being retained in kindergarten.

- **The child attends first grade**. If 1.0 funding was used to support a child to attend previous programming such as transitional, alternative or beginning programs, then the child would be considered as being appropriately promoted to first grade.

2. **Teaching Strategies GOLD and preschool early literacy universal screening**. Original separate guidance provided on April 28, 2015, is included here, and any further information will be updated in this appendix.

Building awareness for how Teaching Strategies GOLD and preschool early literacy universal screening data can be used *together* as part of a comprehensive assessment system has been challenging. To increase understanding how Teaching Strategies GOLD and preschool early literacy universal screening data complement one another, one must understand the different purposes that each assessment can serve.

Assessments are built to serve specific purposes. Because of this, they often work better for some things than they do for others. In reality, the same assessment might have some utility for more than one purpose. The key is that it is important to know what purpose you have when you look at the data – what decisions you are going to be making with the data. Table C1 provides a comparison of preschool early literacy universal screening data and Teaching Strategies GOLD for the primary purposes of assessment.

EC1.

Comparison of Teaching Strategies GOLD and preschool early literacy universal screening
Primary Assessment Purposes

Purpose	GOLD	Screening Data
Screening	NO	YES
Diagnostic	Potentially[1]	NO
Formative Assessment	YES[2]	NO
Progress Monitoring	NO	NO
Summative	YES[3]	YES

[1]While not necessarily designed as a comprehensive diagnostic test, informal analysis of child documentation can lead to an understanding of strengths and weaknesses.

[2]This would be appropriate only if GOLD is used as an ongoing portfolio of child learning and development, including reflection on child progress and if changes in instruction were made based on interpretation of complete information in GOLD.

[3]GOLD may be used as an interim summative assessment for measuring growth from fall to winter, winter to spring, or fall to spring.

Teaching Strategies GOLD:

- **Screening**: The test was not designed for screening. In fact, the authors have explicitly stated that Teaching Strategies GOLD is not meant as a screening measure.

- **Diagnostic**: While not intended as diagnostic by the publisher, results can indicate areas of strength and weakness through careful interpretation processes.

- **Formative Assessment**: When Teaching Strategies GOLD is fully implemented, teachers can upload documentation of what children demonstrate on an ongoing basis and use that documentation to plan small groups and plan individualized scaffolding. Under full implementation, it is the primary intended purpose to use Teaching Strategies GOLD for formative decision making.

- **Progress Monitoring (PM):** Teaching Strategies GOLD can't work for progress monitoring. The Teaching Strategies GOLD assessment itself was not designed by the publisher for frequent monitoring of progress, nor has it been validated for this purpose.

- **Summative**: Teaching Strategies GOLD's progress checkpoints may also be used to summarize children's status compared to reasonable expectations for development and learning at three times during the year.

Preschool Early Literacy Screening Data:

- **Screening**: Tests have been validated for use in screening. This means that specific research and development was done to make sure the tests do a good job of efficiently identifying children predicted to be on track for success vs. those who may be at risk.
- **Diagnostic**: Individual tests may indicate strengths and weaknesses, but were not designed as diagnostic inventories. Items on each test were selected to screen effectively, not to sample all relevant skills.
- **Formative Assessment**: Screening tests are not administered frequently enough to inform ongoing instruction.
- **Progress Monitoring (PM):** Previous work to identify progress monitoring measures has not been able to be validated nor added to the approved assessment list at this time.
- **Summative**: Screening results can answer summative questions about universal instruction (e.g., How effective was instruction and learning opportunities provided to all children? Did most children meet the target score/benchmark? Do we need to change instruction and learning opportunities provided to all children?)

In an *assessment system* for early childhood, Teaching Strategies GOLD plays the role of providing summative data about young children's growth on curriculum-based objectives across areas of development from fall to winter and from winter to spring. Teaching Strategies GOLD is meant to be used on a regular basis, *i.e.,* documentation frequently uploaded for each child on a variety of objectives, with reflection on progress or lack of progress. If Teaching Strategies GOLD is used as intended, it may be useful to help make decisions about changes to improve curriculum and instruction or supports for groups or individual children.

In an *assessment system* for early childhood, preschool early literacy screening data *complements* Teaching Strategies GOLD by serving the purpose of universal screening for emerging literacy for all children. Benchmarks identified based on research allow for decision making up to three times a year about a child's need for additional opportunities for learning beyond what is provided to all children. Screening data may also be used summatively, depending upon the question that applies to the current window, for example:

- Did the kids who were at risk get better by spring?
- Did all children improve? In all measured domains? As a group, in which domains are the strengths and weaknesses?
- How might I use this information to improve classroom instruction, routines, and opportunities?

Teaching Strategies GOLD is a developmental comprehensive classroom assessment; preschool early literacy screening data specifically addresses emerging literacy. It is also important to recognize that Teaching Strategies GOLD serves assessment purposes that screening data cannot (i.e., formative assessment), and screening data serves assessment purposes that Teaching Strategies GOLD cannot (i.e., predictive risk level). In conclusion, while Teaching Strategies GOLD and preschool early literacy screening data serve unique purposes, they are complementary of one another. Both contribute to a comprehensive early childhood assessment system.

3. **Alignment between Iowa Core for English Language Arts and Mathematics, and the Iowa Early Learning Standards (IELS)**. The alignment of the IELS and the Iowa Core provide a comprehensive framework for curriculum, instruction and assessment practices for children from birth through kindergarten. The alignments link the age-appropriate expectations of infants, toddlers, and preschoolers to knowledge that children should master by the end of kindergarten. Furthermore, they provide an illustration of how learning at the earliest ages cumulatively builds to support academic and social success for children as they enter the K-12 educational system. A full document describing the alignment of IELS to Iowa Core literacy and mathematics may be found on the Department website at https://www.educateiowa.gov [the description of alignment begins on page 160].

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E: Finance

The following appendix is to be used as companion technical assistance to the Department's official guidance for 279.68. The purpose of this appendix is to support schools in implementing the requirements of Iowa Code section 279.68. The content is focused on ELI Budget Guidance, application for funds, and budget contact information.

1. ELI Budget Guidance
2. Application for Funds and Contacts

1. **ELI Budget Guidance**. Original separate guidance provided on December 12, 2014, is included here, and any further information will be updated in this appendix. The Department's general guidance regarding ELI expenditures is that funds received pursuant to this section of code can be used to implement any part of Iowa Code section 279.68. Examples include but are not limited to:
   - Obtaining assessments for universal screening and/or progress monitoring
   - Professional development around assessments, reading instruction, summer school etc.

   Each year the Department receives notification of any allocation of funds for the implementation of Iowa Code section 279.68. Annually, upon appropriation, half of the funds are distributed equally across Iowa's districts, while the other half are distributed based on each district's student enrollment as of October 1 of any given year.

   Districts are permitted to use their share of the allocated funds to implement any part of Iowa Code section 279.68. Table D1 is provided to help districts determine how to spend this money. These questions are meant to be answered in order, as there is a hierarchy of system needs that must be addressed in order to put in place appropriate supports for early literacy. The Department recommends budgeting funds for the district needs that appear earliest in table D1.

   Table D1.

   Budget Guidance: Hierarchy of System Needs

Question	Answer	Suggested Items for Budget
Is there consensus in your district that reading instruction can improve and that using the combination of high standards in a multi-tiered system of supports is an evidence-based way of improving reading outcomes?	No or I'm not sure	Staff time to engage in understanding and building your level of consensus with the Department's consensus toolkit
Does your district wish to use the state-supported universal screening and progress monitoring assessments (FAST) or preschool measures?	Yes	Pay for training, materials, or additional access to assessments. Consider costs.
Does your district currently use scientific, research-based reading instruction that would meet the standards of Iowa Code section 279.68?	I'm not sure	Staff time to review current practices using the Department's implementation guide for reviewing your core instruction

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Question	Answer	Suggested Items for Budget
Does your district currently use scientific, research-based reading instruction that would meet the standards of Iowa Code section 279.68?	No	Purchase of new curriculum and/or instructional materials; professional learning for staff on implementation
If you are using scientific, research-based reading instruction, are you implementing it with fidelity?	I'm not sure	Staff time to review current practices using the Department's implementation guide for reviewing your core instruction
If you are using scientific, research-based reading instruction, are you implementing it with fidelity?	No	Professional learning for staff on implementation of current materials
Does your district currently provide tutoring or mentoring programs or extended school day, week or year services?	No	Begin these services
Does your district currently provide tutoring or mentoring programs or extended school day, week or year services?	Yes	Fund these services
Does your district currently provide the parents/guardians of students persistently at risk in reading with parent/guardian contracts, regular updates on their student's progress, and guidance for things the parents/guardians can do to help their child at home?	No	Begin these services
Does your district currently provide the parents/guardians of students persistently at risk in reading with parent/guardian contracts, regular updates on their student's progress, and guidance for things the parents/guardians can do to help their child at home?	Yes	Fund these services
Does your district currently operate a summer program (voluntary) for reading at the K-3 level that employs scientific, research-based instructional practices?	No	Begin a summer reading program (voluntary); Consider providing transportation.
Does your district currently operate a summer program (voluntary) for reading at the K-3 level that employs scientific, research-based instructional practices?	Yes	Fund the program; Consider providing transportation

2. **Application for Funds and Contacts**. If funds are provided, districts are required to apply for the funds and submit a budget in order for the money to be distributed. Applications must be submitted at

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www.iowagrants.gov. The application process is brief and requires the following information: the name of the district you represent, the items on which your district used funds allocated under this law during the previous year, and a proposed budget.

If you have additional questions about prioritizing the use of your grant funds, please contact Amy J. Williamson at amy.williamson@iowa.gov or Jen Adams at jen.adams@iowa.gov.

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F: Intensive Intervention and Core Instruction

The following appendix is to be used as companion technical assistance to the Department's official guidance for 279.68. The purpose of this appendix is to support schools in implementing the requirements of Iowa Code section 279.68. The content is focused on resources on the intensification of instruction, a list of reviewed interventions and criteria, links to the Iowa Reading Research Center pertaining to core instruction, and tools for determining intervention success for students and systems (return-on-investment).

1. General Information Regarding Instruction
2. Determining Intervention Success
3. Iowa Reading Research Center (IRRC)
4. Reviewed list of Interventions

1. **General Information Regarding Instruction**. Districts are required to provide 90 minutes of research-based reading instruction for students persistently at risk in reading until the student is reading at grade level. A district's core literacy block satisfies the requirement to provide this service if the core literacy block addresses all of the following:

   - Assists students in developing skills to read at grade level;
   - Provides skill development in phonemic awareness, phonics, fluency, vocabulary and comprehension;
   - Is implemented by certified instructional staff with appropriate training and professional development;
   - Is implemented during regular school hours;
   - Provides a curriculum in core academic subjects to assist the students in maintaining or meeting proficiency in all subjects.

   Further, districts are required to provide additional intensive instruction or support to students identified as being persistently at risk in reading beyond the 90 minute requirement which may include but is not limited to:

   - Small group instruction;
   - Reduced teacher-student ratios;
   - More frequent progress monitoring;
   - Tutoring or mentoring;
   - Extended school-day, week or year; and
   - Summer reading programs.

   This means that students identified as being persistently at risk in reading must have at least 90 minutes of scientific, research-based reading instruction and be provided with intensive instruction in addition to the core instruction. Differentiation within core instruction cannot be considered intervention for students persistently at risk. The number of minutes required beyond core instruction is directly dependent on the intervention being used and what the guidelines for implementation regarding the specific intervention entail. It is important to implement the evidence-based intervention with fidelity, or in the manner the designer intended. The intensity and duration of intervention should be adjusted as needed to ensure participating students are gaining the desired improvement as shown through student progress monitoring data. For some

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schools, core instruction requires a classwide intervention. Students persistently at risk in reading may participate in a classwide intervention but are required to receive additional intervention in smaller student-teacher ratio to remediate persistently at risk status. While a classwide intervention will be useful for buildings with many students at risk in reading, these interventions are not intensive enough for students persistently at risk in reading.

Intensive instruction, or intensive instructional services, typically include some combination of increased time, more explicit instruction, enhanced instructional routines, more opportunities for students to respond and practice, enhanced feedback techniques, focus on a smaller number of teaching objectives at a time and smaller student to teacher ratios. Intensive instruction is aligned with each individual student's educational needs. Students with similar needs can receive group instruction, but each student receives what s/he needs.

Tables E1 and E2 provide an overview of student supports required. Note that the supports required will be revised to comply with any additional mandates within Iowa Code section 279.68.

Table E1.

Required Student Supports for grades K, 1, 2 and 3.

Literacy Status	Universal Screening	Progress Monitoring	Intensive Interventions
Adequately Progressing	Required		
At Risk	Required	Required	Recommended
Persistently At Risk	Required	Required	Required

Table E2.

Required Student Supports for grades 4 and beyond.

Literacy Status	[1]Benchmarking	Progress Monitoring	Intensive Interventions
Adequately Progressing			
At Risk	Required	Recommended	Recommended
Persistently At Risk	Required	Recommended	Required

[1]Universal screening by definition is screening all students; benchmarking is the administration of universal screening to a subset of students. In this case, this means administration of the universal screening assessment three times a year to all students identified as persistently at-risk and not proficient at the end of third grade in 4th grade and beyond.

2. **Determining Intervention Success.** The purpose of early intervention is to prevent skill deficits and to improve the learning trajectory for learners who are not meeting targets. Guiding questions for leadership teams include:

   - Which interventions are most successful for the learners in our building today?
   - Which interventions do not appear to be successful enough for the learners in our building today?
     - Are those interventions currently being implemented with fidelity?
   - Are there grade levels that do not currently have successful interventions?
   - Are there interventions that require significant resources (time, staff, money) that are less successful than other, less resource-intensive interventions?

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Interventions need to provide a high success rate in order for buildings to meet their goal of having all learners being successful readers at the end of third grade. Schools monitor the effectiveness of their interventions for several reasons, including:

1. Identifying interventions that provide the highest Return on Investment (ROI).
   a. It is essential to know which interventions have the greatest effectiveness (i.e. result in more learners reaching targets) in a school.
2. Determining the interventions that are not successful.
   a. If an intervention does not result in the majority of students who participate in it hitting targets predicting later outcomes, then the intervention may need to be implemented with greater fidelity or discontinued.
   b. Interventions that are not effective are unfair to learners and teachers, as they tend to result in additional interventions being needed and sometimes result in students falling even further behind while they participate in that intervention prior to receiving a more effective intervention.
3. Identifying potential implementation fidelity concerns.
   a. If a school has had previous success with an intervention and suddenly notices a decrease in effectiveness, the fidelity of implementation should be examined and potentially increased.

In order to examine the effectiveness of interventions, schools need to ensure they have done the following:

1. Identified common interventions. What interventions are used across sections and/or grade levels?

2. Investigate if these interventions are implemented in the same manner in all instances. For example, if the school has the Fancy Reading Intervention do all implementers of this intervention follow the manual guidelines for implementing the intervention (e.g. same number of minutes, use of materials, instructional routines, etc.)?
   a. If more than 1 implementation routine occurs, note this.

3. Define and record interventions that are common and implemented in the same way, including frequency of schedule and frequency of student participation (implementation fidelity). If an intervention has more than one implementation type (e.g. twice a week vs daily) then identify them separately.

4. As learners participate in the interventions, ensure the banked interventions are noted for each learner and that progress is monitored regularly.

5. Use the protocol to determine which interventions have the highest ROI for your building. Remember, this may vary within districts as well as between districts, so this is important to evaluate at the building level.
   a. The first level of the protocol is to look at the percent of learners participating whose trajectory improved to the point of meeting targets.
   b. An optional level of the protocol is to identify the number of learners whose trajectories improved but who did not yet meet targets. This allows for the evaluation of interventions that are implemented in settings where learners have very large gaps. Although we expect all interventions to result in improved trajectories for learning, this allows for the situations in which more than a year's worth of intervention is expected for the learner to meet targets.

6. As a team, discuss results and identify next steps.

An organizer for the building leadership team discussion of Intervention Success is included below in Table E3: Intervention Effectiveness Protocol. Leadership determines the percent of learners who meet or exceed the screening cut scores for each intervention used.

Table E3.

Intervention Effectiveness Protocol

Intervention Name	Grade Level(s) Used	# Students Participating	% Students Meeting Benchmark	Target % Students Meeting Benchmark	# Students Closing the Gap But Not Meeting Target (Optional)

3. **The Iowa Reading Research Center (IRRC).** The IRRC provides districts and parents resources to use specific to scientific, research-based core instruction, including guides for foundational skills, comprehension, and multi-age populations. The IRRC website is: http://www.iowareadingresearch.org/

4. **Reviewed List of Interventions.** The intervention list is intended to provide general information to help inform decisions about selecting interventions to support student progress toward proficiency in the area of reading. This list is not intended to be an exhaustive list. See the Additional Support link at the end of Early Literacy Guidance.

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G: Parental/Guardian Notification

The following appendix is to be used as companion technical assistance to the Department's official guidance for 279.68. The purpose of this appendix is to support schools in implementing the requirements of Iowa Code section 279.68. The content includes example parent/guardian letters, contracts, and letters in translation, as well as meeting guidance and the link to the Parent (Guardian) Resources tab within the Iowa Reading Research Center website.

1. Initial Parent/Guardian Notification
2. Contract between the Home and School
3. Progress Reports
4. [New: March 30, 2018] Parent/Guardian Letters in Spanish and other translations
   - Arabic, Burmese, Karen, Kirundi, Lao, Nepali, Somali, Spanish, Swahili, Vietnamese, Bosnia, Chinese (Mandarin)
5. Early Literacy Progression Meetings

1. **Initial Parent/Guardian Notification.** It is required that the school notify parents/guardians of any student identified as being persistently at risk in the area of reading and include
   1. Universal screening data that indicates their child(ren) is/are below benchmark,
   2. A description of the services currently provided to the student, and what proposed supplemental instructional services and supports the district will provide to the student to remediate persistently at risk status,
   3. Strategies parents/guardians can implement at home, and
   4. Regular updates regarding their student's progress

This notification must happen within two [2] weeks of the close of a given universal screening window.

The parent/guardian notification example provided in **Table G1** contains the required information. This is an example that may be adapted by schools. This initial letter to parents/guardians notifies them that their child has been identified as being persistently at risk in the area of reading and was developed by the IRRC.

Table G2 is a School/Family Partnership handout to include with the parent/guardian notification letter. This handout includes information about the IRRC, and provides space for schools to add their local community resources.

Table G1.

Initial Parent Notification Letter

<Date>

Dear Parent/Guardian of <insert student name>,

This letter contains important information regarding your child's school progress and how new laws impact our school's plan to improve his/her reading skills.

New Laws
In 2014 Iowa law was changed to support statewide literacy efforts for students in Iowa. This law requires that Iowa's school children read at grade level by third grade. As a result, the rules below were put into effect in order to improve reading within the state.

Your Child's Progress
We know you want your child to be successful in his/her education. We also want your child to be successful with learning in the classroom. The ability to read is critical to your child's success in school.

We recently completed universal screening assessments in reading at our school. Your child, <enter student name>, has been identified as persistently at risk in reading; that term is in state law and is used in this letter. This means your child has shown difficulty in the area of reading over the following two universal screening periods <insert dates of universal screening periods>.

School Implications
Students are identified as being persistently at risk when
      1. Their reading skills are below grade level on screening tests, and
      2. They are making minimal progress.
At our school, we are doing the following, as required by Iowa law, to support students who have been identified as having difficulties reading at grade level:

Progress Monitoring:
All students who are identified as persistently at risk or at risk are required to receive weekly progress monitoring. This allows schools to monitor the improvement students are making toward end-of-year goals (i.e., spring benchmark) given the intervention they receive.

Intensive Interventions:
All students identified as persistently at risk are required to receive intervention to remediate their reading difficulties. This intervention is required to continue until the student meets grade level expectations at the next screening period.

To learn more about the new laws and how they impact students, visit the link below.
https://www.educateiowa.gov/early-literacy-implementation

School/Family Partnership:
We would like to partner with you in order to improve your child's reading skills. Part of this partnership will include regular communication.

Connecting:
We will provide updates on your child's progress throughout the school year. We encourage you to talk with your child's teacher about any questions or concerns you may have.

Parent/School Contract:
We will follow up with a contract that will outline the school's responsibilities and how we will partner with you to improve your child's reading skills. More information regarding a contract will be forthcoming.

We look forward to partnering with you in order to improve your child's reading skills. Please contact <insert contact person> with any questions or comments you may have.

Sincerely,

Table G2. SCHOOL/FAMILY PARTNERSHIP HANDOUT. This handout, developed by the IRRC, is to be used with the Initial Parent Notification letter to support the connection between home and school and provide families with resources to use at home. This is an example handout the school may adapt to fit their local context.

School/Family Partnership

Research shows that reading proficiency by third grade is an important predictor of school success. Early identification and support of a child who is a struggling reader is essential and increases their chances of success. We look forward to partnering with you in order to improve your child's reading skills.

As part of this partnership, we would like to work with you to ensure you have access to resources for your child. At-home support is critical to improving students reading skills. You may already have some resources, but, if you are interested, we are willing to share the following ways that can help families support students at home.

IRRC Family Resources:
The IRRC has an online collection of literacy resources. The IRRC worked with parents and educators across Iowa to evaluate online literacy tools that will effectively support students at home. The link below is where the online collection will be located:

www.iowareadingresearch.org/literacy-resources/teacher-family-resources/

Community Resources:
<list community options available in the district that could support the child in reading outside of school—eg. local libraries, etc.>

Additional Resources provided by school:
<eg. a curriculum night, any online tools provided by the school>

If you have any questions about using these resources, please contact your child's teacher. We will work with you to provide you with tools to ensure that your child receives support at school as well as at home.

2. **Contract between Home and School.** It is required that the school establish a parent/guardian contract. The contract must specify collective responsibilities across the principal, teacher, parent/guardian and child. The goal of the reading contract is to identify each person's responsibility and commitment to a given student's reading progress. It is not required that parents/guardians or the child must sign the contract. It is strongly recommended that districts schedule Early Literacy Progression meetings with parents/guardians in order to discuss the

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identification of their child(ren) as persistently at risk and use this time to review the information in the initial parent/guardian notification letter as well as begin the process of establishing such a parent/guardian contract.

Table G3. LETTER BETWEEN HOME AND SCHOOL. The example letter is to be used with a draft parent/guardian contract that the school may adapt as shown in Table G4.

<Date>

Dear Parent/Guardian of <insert student name>,

This letter is in follow-up to the letter dated <insert date of first letter> where we indicated we would outline a contract to detail the school's responsibilities and how we will partner with you to improve your child's reading skills. The reading contract is a requirement of the 2014 legislation aimed at supporting statewide literacy efforts. The contract itself must specify collective responsibilities across the principal, teacher, parent/guardian and child. We would like to meet with you to best develop this shared contract.

We have an example of what a final contract might look like below – this is only a draft. We believe that we each have an important role and responsibility in helping your child be successful. The goal of the reading contract is to identify each person's responsibility and commitment to your child's reading progress. Therefore the example contract below identifies recommended actions that each person can do.

We know that your input and your child's input into this contract agreement is important. We would like to meet with you and your child to develop the contract so that it is tailored to best meet the needs of your child.

We would like to schedule a time to meet with you and your child on <insert date and time> at <location and address> to develop and finalize the contract. If this time is not convenient for you, please contact your child's teacher at <insert contact information>.

We look forward to meeting with you.

Sincerely,

<Insert Name>

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Table G4. CONTRACT BETWEEN HOME AND SCHOOL. This example contract may be adapted to fit local context. G5 provides schools with a Title 1/Early Literacy Implementation example contract to meet the needs of both Title 1 and 279.68 requirements.

**Please note this is an example contract we will individualize and tailor to your child's needs at our meeting.

This contract recognizes the important role and responsibility of the student, parent, teacher and principal in working together to support a student's progress and success in reading. As such, we commit to:
- Respect school staff, students, parents, administrators and community.
- Be excited about literacy, reading and learning to read.

Parent(s)/Guardian
To support my child in learning to read, I will:
- Invite my child to read with me every day.
- Stop and ask about the picture and about what is happening in the story.
- Read from a variety of children's books.
- Talk with my child's teacher about my child's reading progress.
- Discuss stories we have read together
- Ask my child questions about what was read.

Student
In my job learning to read I will:
- Go to the library and check out books
- Read aloud to my parents
- Read aloud to my pets
- Learn new words

Teacher
Working with students, I will:
- Clearly state the goals for reading achievement.
- Share the high expectations for reading with all participants.
- Articulate instructional means for attaining for goals
- Share assessments used to monitor children's progress.
- Focus on reading and writing.
- Work toward Parental involvement as supporting their children's reading and homework.

Principal
In my work leading the school, I will:
- State clearly the goals for reading achievement.
- Share the high expectations for reading with all participants.
- Articulate instructional means for attaining for goals
- Share assessments used to monitor children's progress.
- Focus on reading and writing
- Work toward Parental involvement as supporting their children's reading and homework

_____   _____
Principal   Teacher

_____   _____
Parent/Guardian   Student

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Table G5. CONTRACT BETWEEN HOME AND SCHOOL: Joint Title 1 Compact/ELI Reading Contract. This example contract meets the needs of both Title one and 279.68 requirements.

**Please note this is an example contract. We will individualize and tailor to your child's needs at our meeting.

Responsibilities bolded are required for any Title I program.
This contract recognizes the important role and responsibility of the student, parent, teacher and principal in working together to support a student's progress and success in reading. As such, we commit to:
- Respect school staff, students, parents, administrators and community.
- Be excited about literacy, reading and learning to read.

Parent(s)/Guardian
To support my child in learning to read and succeed in school, I will:
- Invite my child to read with me every day.
- Read from a variety of children's books.
- Talk with my child's teacher about my child's reading progress and progress in other subjects.
- Ask my child questions about what was read.
- **See that my child is punctual and attends school regularly**
- **Set time for homework and review it**
- Talk to my child about his/her school day
- **Attend parent-teacher conferences**
- Volunteer in my child's classroom

Student
As a student, I will:
- Go to the library and check out books
- Read aloud to my parents or pets
- Learn new words
- Attend school daily ready to learn
- Always try to do my best in my work and behavior
- Come to school with my supplies and completed homework

Teacher
As a teacher, I will:
- Clearly state the goals for reading achievement.
- Share the high expectations for reading with all participants.
- Articulate instructional means for attaining for goals
- Share assessments used to monitor children's progress.
- Focus on reading and writing.
- Work toward Parental involvement as supporting their children's reading and homework.
- Encourage each child to do his/her personal best
- **Share information regarding each child's needs and progress**
- Provide instruction utilizing research-based strategies that will meet all students' instructional needs
- **Maintain open line of communication with each student and his/her parents**
- **Parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement;**

Principal
As a leader, I will:
- State clearly the goals for reading achievement.
- Share the high expectations for reading with all participants.
- Articulate instructional means for attaining for goals
- Share assessments used to monitor children's progress.
- Focus on reading and writing

- Work toward Parental involvement as supporting their children's reading and homework
- Provide the students with highly professional, qualified staff
- Provide an environment that allows for positive communication between the students, parents and staff
- **Provide high-quality curriculum and instruction in a supportive and effective learning environment**

_____	_____
Principal	Teacher
_____	_____
Parent/Guardian	Student

3. **Progress Reports.** It is required that schools apprise the parent or guardian of their student's academic progress in the area of reading, as well as provide them with other useful information. It is recommended this is provided as a quarterly progress report - or trimester progress report - to parents/guardians of a child(ren) identified as persistently at risk, using the district adopted format for communicating student performance and progress. The quarterly/trimester report should include student performance data from universal screening and progress monitoring as well as any other relevant information which may include other progress data or supports/resources for parents/guardians. It is strongly recommended that districts schedule Early Literacy Progression meetings with parents/guardians in order to discuss student progress, supports provided to students, and jointly plan, review and continue to monitor the success of the contract between home and school.

There are four examples schools may use/adapt, based on the type of screening obtained across grades using the state-supported assessments. These examples are easily adapted to reflect other department-approved assessments.

Table G6.1. PROGRESS REPORT: Preschool Early Literacy Universal Screening. This progress report example, developed by IRRC, provides an example of how to inform parents/guardians of their child's progress in the area of reading specific to PRE-SCHOOL students.

Date: _____

Dear Parent of_____:

This letter shares information about preschool universal screening data, [insert name of universal assessment tool the school or program uses]. At our school, [insert name of assessment] is given to every student three times a year to identify students who are reading on grade level and those students who need additional help in reading.

Throughout the school year, preschool children are assessed on a variety of skills that are essential to reading. The [insert name of assessment] screens on the following skills: [List the skills the assessment screens]

Your child's total score in the [insert name of assessment] process is listed below:

Time period (circle one):	Student's Actual Score	Benchmark score (Grade level expected score)
Fall		
Winter		
Spring		

Please take some time to review the information above. We are working hard to make sure that our regular classroom instruction meets the needs of all students so they have the potential to read on grade level. Students who score below benchmark may receive support within their classroom.

If you have any questions or concerns about your child's reading development, please contact me at (insert email address).

Sincerely,

Teacher name

Table G6.2. PROGRESS REPORT: Formative Assessment System for Teachers [FAST] - KINDERGARTEN. This progress report example, developed by IRRC, provides an example of how to inform parents of their child's progress in the area of reading specific to KINDERGARTEN students.

Date: _____

Dear Parent of _____ :

This letter shares information about a new statewide reading test we are using at our school. FAST is the test which stands for Formative Assessment System for Teachers. FAST is given to every student three times a year to identify students who are reading on grade level and those students who need additional help in reading.

Throughout the school year, Kindergarten students are assessed on a variety of skills that are essential to reading. The FAST assessment screens on the following skills:

- Reading letter names and identifying letter sounds
- Understanding concepts of print (eg. We read from left to right on a page.)
- Identifying individual sounds they hear in a word (eg. "at" has two sounds: /a/ and /t/)
- Reading commonly used words by sight (eg. "the")
- Blending sounds together to read simple words

Your child's total score in the Kindergarten screening process is listed below:

Time period (circle one):	Student's Actual Score	Benchmark score (Grade level expected score)

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Fall		
Winter		
Spring		

Please take some time to review the information above. We are working hard to make sure that our regular classroom instruction meets the needs of all students so they have the potential to read on grade level. Students who score below benchmark may receive support within their classroom.

If you have any questions or concerns about your child's reading development, please contact me at (insert email address).

Sincerely,

Teacher name

Table G6.3. PROGRESS REPORT: Formative Assessment System for Teachers [FAST] - FIRST GRADE. This progress report example, developed by IRRC, provides an example of how to inform parents/guardians of their child's progress in the area of reading specific to FIRST GRADE students.

Date: _____

Dear Parent of _____:

This letter shares information about a new statewide reading test we are using at our school. FAST is the test which stands for Formative Assessment System for Teachers. FAST is given to every student three times a year to identify students who are reading on grade level and those students who need additional help in reading.

Throughout the school year, first grade students are assessed on a variety of skills that are essential to reading. The FAST assessment screens on the following skills:

- Reading simple sentences
- Number of words read correctly in one minute—related to decoding, vocabulary, and comprehension
- Identifying individual sounds they hear in a word (eg. "at" has two sounds: /a/ and /t/)
- Reading commonly used words by sight (eg. "the")
- Blending sounds together to read simple words

Your child's total score in the screening process is listed below:

Time period (circle one):	Student's Actual Score	Benchmark score (Grade level expected score)
Fall		

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Winter		
Spring		

Please take some time to review the information above. We are working hard to make sure that our regular classroom instruction meets the needs of all students so they have the potential to read on grade level. Students who score below benchmark may receive support within their classroom.

If you have any questions or concerns about your child's reading development, please contact me at (insert email address).

Sincerely,

Teacher name

Table G6.4. PROGRESS REPORT: Formative Assessment System for Teachers [FAST] - SECOND to SIXTH GRADE. This progress report example, developed by IRRC, provides an example of how to inform parents/guardians of their child's progress in the area of reading specific to SECOND to SIXTH GRADE students

Date: _____

Dear Parent of _____:

This letter shares information about a new statewide reading test we are using at our school. FAST is a test which stands for Formative Assessment System for Teachers. FAST is given to every student three times a year to identify students who are reading on grade level and those students who need additional help in reading.

Throughout the school year, students in grades 2-6 are given the CBMReading test. This is an overall measure of reading skills where the student reads aloud a story for one minute. The teacher records the number of words the student reads correctly along with reading accuracy. CBMReading provides an overall indication of how well the student is reading and is related to other reading skills like decoding, vocabulary, and comprehension.

Your child's total score in the screening process is listed below:

Time period (circle one):	Student's Actual Score	Benchmark score (Grade level expected score)
Fall		
Winter		
Spring		

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Please take some time to review the information above. We are working hard to make sure that our regular classroom instruction meets the needs of all students so they have the potential to read on grade level. Students who score below benchmark may receive support within their classroom.

If you have any questions or concerns about your child's reading development, please contact me at (insert email address).

Sincerely,

Teacher name

4. Click on Parent Guardian Letters to access the following translations in Google

Language	Notification and Contract(s)	Progress Reports
Arabic	Initial Notification Letter Contract ELI Only Letter Contract Joint Title I	Progress Report First Grade Progress Report Kindergarten Progress Report Second-Sixth Grade
Burmese	Initial Notification Letter Contract ELI Only Letter Contract Joint Title I	Progress Report First Grade Progress Report Kindergarten Progress Report Second-Sixth Grade
Karen	Initial Notification Letter Contract ELI Only Letter Contract Joint Title I	Progress Report First Grade Progress Report Kindergarten Progress Report Second-Sixth Grade
Kirundi	Initial Notification Letter Contract ELI Only Letter Contract Joint Title I	Progress Report First Grade Progress Report Kindergarten Progress Report Second-Sixth Grade
Lao	Initial Notification Letter Contract ELI Only Letter Contract Joint Title I	Progress Report First Grade Progress Report Kindergarten Progress Report Second-Sixth Grade
Somali	Initial Notification Letter Contract ELI Only Letter Contract Joint Title I	Progress Report First Grade Progress Report Kindergarten Progress Report Second-Sixth Grade
Spanish	Initial Notification Letter Contract ELI Only Letter Contract Joint Title I	Progress Report First Grade Progress Report Kindergarten Progress Report Second-Sixth Grade
Swahili	Initial Notification Letter Contract ELI Only Letter Contract Joint Title I	Progress Report First Grade Progress Report Kindergarten Progress Report Second-Sixth Grade
Vietnamese	Initial Notification Letter Contract ELI Only Letter Contract Joint Title I	Progress Report First Grade Progress Report Kindergarten Progress Report Second-Sixth Grade
Nepali	Initial Notification Letter Contract ELI Only Letter Contract Joint Title I	Progress Report First Grade Progress Report Kindergarten Progress Report Second-Sixth Grade
Bosnian	Initial Notification Letter Contract ELI Only Letter Contract Joint Title I	Progress Report First Grade Progress Report Kindergarten Progress Report Second-Sixth Grade
Chinese Mandarin	Initial Notification Letter Contract ELI Only Letter Contract Joint Title I	Progress Report First Grade Progress Report Kindergarten Progress Report Second-Sixth Grade

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5. Establishing a team to support students is critical to reading success, and school-family partnerships. Therefore, it is strongly recommended that schools schedule a meeting with parents and guardians of students identified as at risk and/or as persistently at risk in the area of reading prior to sending out initial notification in order to discuss the law, how their child was identified and the collaborative/team nature of the supports for their child. If this is not possible, it is recommended that parents and guardians are contacted via phone prior to sending out initial notification.

Web Resources for Families and Educations can be found under the Resources tab of the Iowa Reading Research Center website, or by clicking this link Iowa Reading Research Center Resources.

H: Persistently At Risk

The following appendix is to be used as companion technical assistance to the Department's official guidance for 279.68. The purpose of this appendix is to support schools in implementing the requirements of Iowa Code section 279.68. This Appendix contains the technical assistance documents to support teacher observation and portfolio review as well as resources to understand literacy status (Adequately Progressing, At Risk, and Persistently at Risk) and multiple graphic displays of "how-to-think-about" missing or incomplete data

1. Teacher Observation
2. Literacy Status Determination
     i. Matrix
     ii. Stair Step
3. Portfolio Review

1. **Teacher Observation.** The Department's guidance indicates that Teacher observation may be used for a one-time initial identification of an individual student persistently at risk in reading, but may not be used to determine if a student continues to be persistently at risk in reading or to determine a student is not persistently at risk in reading. Additionally, the district should review attendance data for all students in grades K-3 to determine if a pattern of frequent absences is associated with students persistently at risk in reading at the individual student level. In order to make this determination **Table H1** provides a **Teacher Observation Tool**. Typical instances in which teacher observation may be used are: students new to the state of Iowa, students new to the public school setting, and kindergarten students with no previous history of assessment.

Table H1.

Teacher Observation Tool

Early Literacy Implementation **Teacher Observation Data Collection**	
Student Name:	Student's Date of Birth:
Classroom Teacher Name:	Grade Level:
Summarize current information on the student's area(s) of concern in reading. The data need to be gathered over an appropriate span of instructional time and need to be valid and reliable. Additional data may not be necessary unless it is determined that it is needed to identify the area of concern. Provide the following information, if applicable: • Specific and measurable data pertaining to scores in grade books or from formative assessments. • Specific and measurable data from teacher observations. • Specific and measurable data from classroom assessments. • Specific and measurable data from interventions that may have been tried with the student.	

A. Concerns about Student's Learning:
1. What are the concerns about the student's reading skills that the Department approved Universal Screening, such as FAST, did not identify?

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2. What are other concerns, if any, about the student's learning such as health concerns, social-emotional or behavioral concerns?

3. Upon reviewing attendance data, has the student had a pattern of frequent absences that may have an impact on the student's reading at the individual student level? Check yes or no.

☐   **No.** The student has not had frequent absences that have impacted the student's reading.

☐   **Yes.** Explain and provide data.

Note: The district must review attendance data for all students in grades K-3 to determine if a pattern of frequent absences is associated with students being persistently at risk in reading at the individual student level.

B. Define the Reading Problem:

Define the student's reading skills in specific, observable and measurable terms. The Iowa Core Literacy Standards for the student's grade level are to be used as the standard of comparison.

    (Student name)_____displays the following reading skills:_____

    The Iowa Core Literacy Grade Level Standard expects:_____

C. Summarize Reading Information:

Grade Level Iowa Core Literacy Standards Not Being Met or At Risk of Not Being Met	**Data Documenting Student's Current Reading Skills/Behavior**	**Comparison to Iowa Core Literacy Standards**	**Level of Concern**		
			Moderate	**High**	

Describe any additional reading instruction, interventions or supports provided to address the student's reading concerns.	**Share information that indicates rate of progress and progress monitoring data that document the student's level of concern in reading.**	

D. Confirm Concerns:

Based on the student's data, determine the following:
- Is there a moderate or a high concern with the student's reading skills in comparison to the Iowa Core Literacy Standards for the student's grade level?
- Based on the comparison to the Iowa Core Literacy Standards, does the student demonstrate persistently at risk indicators in reading?

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Using these teacher observation data documented above, does the student demonstrate persistently at risk indicators in reading? Check yes or no, and give a justification for the decision.

☐ **No.**

☐ **Yes.**

Justification:

Form Completed By and Date:

Note: Teacher observation may be used for a one-time initial identification of an individual student persistently at risk in reading, but may not be used to determine if a student continues to be persistently at risk in reading. Additionally, the district should review attendance data for all students in grades K-3 to determine if a pattern of frequent absences is associated with students being determined to be persistently at risk in reading at the individual student level.

2. **Literacy Status Determination**. Literacy Status Determination is addressed in the Department's guidance as follows: Identification of students as being persistently at risk occurs when that student's reading performance is below an established standard on an approved assessment and whose progress on an approved assessment is minimal. Students are considered to be persistently at risk in reading when they meet the following criteria:

   - Score below the vendor benchmark during a universal screening period directly after a screening period in which they were identified as at risk.
   - Score below the vendor benchmark for two consecutive universal screening periods.

   Further, students are considered to be persistently at risk in the following circumstances:

   - Current identification of the student is persistently at risk, and current screening results are below vendor benchmarks.
   - Current identification of the student is at risk, and current screening results are below vendor benchmarks.
   - Current identification of the student is persistently at risk, and there are no current screening results available.
   - There is no current identification of a student or current screening results available, and teacher observation results indicate the student is persistently at risk in reading.
   - An IEP team has determined the student must take an alternate assessment aligned to alternate academic achievement standards.

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In certain circumstances the educator may need to override the measure used to determine literacy status. For example, a student with speech dysfluency may be better assessed by a measure without oral reading fluency such as aReading. In these cases, the educator will not override the designation, but the measure used, and the designation will be applied.

Two graphics are presented below to assist in understanding the literacy status designation. **Table H2** illustrates the decision formula using current identification, including when current identification is unavailable. In **Table H2**, no determination may be available for current identification due to a missed assessment window or movement from districts outside of Iowa. In the current US (universal screening) column, additional information in Iowa could include the Teacher Observation form, in the case of an initial determination of persistently at risk.

Table H3 illustrates *the same decision formula* in a slightly different way. The 'stair step' illustration assists educators in thinking about how a student can become persistently at risk or become at risk, or even adequately progressing, but cannot jump from persistently at risk to adequately progressing in one testing window. The student's current universal screening will allow them to go up a level, down a level, or stay the same.
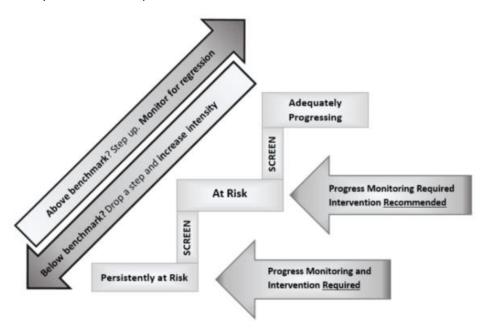
Table H2.
Literacy Status Matrix

Student's Literacy Status Designation on Most Recent Previous Screening Window	Student's Score for the Current Screening Window	STUDENT'S CURRENT LITERACY STATUS DESIGNATION CALCULATED BY THE SYSTEM
Adequately Progressing	At/Above Benchmark	Adequately Progressing
Adequately Progressing	Below Benchmark	At Risk
Adequately Progressing	No Score	Adequately Progressing
At Risk	At/Above Benchmark	Adequately Progressing
At Risk	Below Benchmark	Persistently at Risk
At Risk	No Score	At Risk
Persistently at Risk	At/Above Benchmark	At Risk
Persistently at Risk	Below Benchmark	Persistently at Risk
Persistently at Risk	No Score	Persistently at Risk
Cannot Determine	At/Above Benchmark	Adequately Progressing
Cannot Determine	Below Benchmark	At Risk
Cannot Determine	No Score	Cannot Determine

Please note:
- If a student does not have a score for the current screening window, the student's designation from the most recent previous screening window is carried forward.
- Scores for students in the current screening window are only used in making designations if the score was captured within the screening window.
- Preschool students (Preschool- Age 4, Age 5) do not have calculated Literacy Status designations.
- The designations that were made by your school during the most recent previous screening window are final and archived. They are not editable.

Table H3.
Literacy Status Stair Step

3. **Portfolio Review.** The Department's guidance indicates that Portfolio Review may be used for:
   ● A one-time initial identification of an individual student persistently at risk in reading or
   ● Post-third grade only, to help determine if the student continues to be persistently at risk in addition to district screening data, and therefore entitled to ongoing benchmark screening and intensive intervention

Portfolio Review is to be used alongside universal screening data. **Table H4** provides the Portfolio Review template.

Table H4: *Portfolio Review Template*

Portfolio Review Criteria

Schools will use the criteria located in this document to demonstrate proficiency on grade level standards for students who require an initial identification of persistently at risk or to determine if the student continues to be persistently at risk post third grade.

Student: _____   Teacher: _____

Criterion	Met/Not Met
All items in the portfolio were selected by the student's teacher(s).	
The portfolio is an accurate representation of the student's ability and only includes student work that has been independently produced in the classroom.	
The portfolio includes evidence that the Iowa Core English/Language Arts Standards* have been met. Such evidence must include chapter or unit tests from the district- adopted core reading curriculum or teacher-prepared assessments that include multiple choice items and grade-level text passages. For each grade level standard, there must be at least (2) examples of mastery.	

* For students with significant cognitive disabilities, this includes the Iowa Core Essential Elements.

_____ _____   _____ _____
Classroom Teacher   Date   Principal   Date

*Adapted from Florida's State Board Rules requirements (*www.justreadflorida.com*)*

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I: Specific Student Populations

The following appendix is to be used as companion technical assistance to the Department's official guidance for 279.68. The purpose of this appendix is to support schools in implementing the requirements of Iowa Code section 279.68. The content is focused on technical assistance regarding specific student populations, including special education students, students with disabilities, students who are blind/visually impaired and deaf/hard of hearing, English learners, non-public students, homeschool (dual-enrolled/HSAP)) students, students with dyslexia, and students whose parents/guardians wish to refuse assessment and/or intervention.

1. Nonpublic
2. Homeschool and Homeschool assisted
3. English Learners
4. Individualized Education Program/Students with Special Needs;
5. [New: March 30, 2018]Students with significant cognitive disabilities
6. [New: March 30, 2018] Parents/Guardians who wish to refuse assessment and/or additional supports
7. [New: March 30, 2018] Accommodation, Modification, and Disability Status
8. Out of State Placement
9. Dyslexia

1. **Nonpublic.** 279.68 applies to nonpublic students who receive any type of services from the public school. This includes all aspects of the law, including continued intensive interventions for students identified as persistently at risk beyond grade three, as well as continued benchmarking to ensure the student is reading at grade level. This is true regardless of the type of service received from the public school; the student does not need to be receiving literacy services from the public school to be entitled to all aspects of the early literacy law.

2. **Homeschool.** 279.68 applies to dual-enrollment students, and/or families who participate in your district's home school assistance program (HSAP), in that the district is required to offer the same services to this population as provided to any other student within the district. This includes all aspects of the law, including continued intensive interventions for students identified as persistently at risk beyond grade three, as well as continued benchmarking to ensure the identified areas in which the student is persistently at risk in reading have been remediated. Specifically, districts may not compel any dual-enrolled or HSAP student or parent/guardian to take part in the below, however districts are required to offer:
   a. Universal screening three times a year;
   b. Progress monitoring weekly;
   c. For students identified as persistently at risk in reading,
      o Progress monitoring,
      o Parent/guardian contract with the district,
      o Intensive reading instruction, and
      o 90 minutes of evidence-based instruction per day

   Parents may accept screening and additional supports, or they may accept screening and decline additional supports. Acceptance of screening does not compel dual-enrolled or HSAP parents to accept additional supports, but student status requires districts to offer supports.

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Table I1 provides districts with an example letter to use when communicating with parents/guardians of students who are dual-enrolled and/or homeschooled.

Table I1.
Homeschool Parent/Guardian Letter

District Letterhead

TO: Parents/Guardians of _____
FROM: District Contact Person
DATE: INSERT DATE

SUBJECT: Notice Regarding Universal Screening of Reading or Reading Readiness for Students Who are Dual Enrolled or Participate in HSAP Programming

Iowa Code section 279.68 requires all children who are students of [INSERT DISTRICT NAME] in kindergarten through grade three to be periodically screened for reading or reading readiness. This law also requires the District to provide additional supports for children who are identified as being "persistently at risk" in reading.

Your child is dual enrolled in the District, is enrolled in and participates in the District's home school assistance program, or both. The law requires that your child be offered the same services as provided to any other student within the District. You are not required to accept any assessment or services offered to you by the District described in this letter – however all assessments and services are available to you and your child.

One of the requirements of this law is to provide all students access to universal screening three times a year. The first screening period starts on _____. If you would like your child to participate in screening, or if you have any questions, please contact the District.

If your child takes part in universal screening and is then identified as "at risk" (below benchmark during one screening period), the District will offer your child additional weekly monitoring of your child's progress. Further, the District may discuss with you the ways you and the District may improve your child's reading performance.

If your child takes part in universal screening and is then identified as being persistently at risk in reading (below benchmark during two or more consecutive screening periods), the District will provide you with the following information:

- That your child has been identified as being persistently at risk in reading.
- A description of any services currently provided to your child from the District, if applicable.
- A description of proposed supplemental instructional services and supports that the District may offer to provide to your child that are designed to remediate areas in which your child is persistently at risk in reading.
- Suggested strategies you may use if you so choose, in helping your child succeed in reading proficiency, including but not limited to the promotion of parent/family-guided home reading.

The purpose of screening is to get you and your child the information and help as soon as possible if your child is not meeting reading benchmarks. This early information will help you make the best decisions for your child.

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There is no charge for this screening or any additional weekly monitoring of your child's progress. Your child's screening results are private and protected.

If you want more information about this law, please contact <insert District contact> or visit the [Iowa Department of Education's website](#).

3. **English Learners**. 279.68 applies to English Learners. This includes all aspects of the law, including universal screening, continued intensive interventions for students identified as being persistently at risk beyond grade three, as well as continued benchmarking to ensure the identified areas in which the student is persistently at risk in reading have been remediated.

   In certain circumstances, a below grade level measure may be used for weekly progress monitoring. Each approved measure for progress monitoring will have guidance for the use of off-level monitoring. The state supported progress monitoring tools indicate that if the student is reading less than 10 wcpm on grade level passages, an off- grade level measure may be used. When administering an off-grade level measure, a grade level measure should be given (less frequently; typically once per month) to evaluate whether the student's progress is sufficient to accelerate learning and close the gap. Some measures (both screening and progress monitoring) are designed with discontinue rules to minimize student frustration.

4. **Individualized Education Program [IEP]/Students with Special Needs.** 279.68 applies to students on IEPs, 504 plans, deaf and hard of hearing and/or students with visual impairments. This includes all aspects of the law, including universal screening, continued intensive interventions for students identified as being persistently at risk beyond grade three, as well as continued benchmarking to ensure the identified areas in which the student is persistently at risk in reading have been remediated. Even if the student's IEP specifies that participation in the required assessments is not appropriate, that student must still be assessed using other assessments. Accommodations related to a student's disability are allowed, and decided by the IEP team. Accommodations are provided that allow students to access the assessment while holding the purpose of the assessment constant. For example, with a reading fluency assessment, it is inappropriate to either read the assessment to the student or change the nature of the timing of the assessment, as those modifications alter the ability to assess the student's reading fluency.

   In regards to intensive instruction for students with IEPs and reading goals, IEP teams determine the specially designed instruction needs related to reading, including intervention needed in addition to core reading instruction. This includes both supports needed to access core instruction within the 90 minutes, as well as interventions needed to remediate areas in which the student is persistently at risk in reading.

5. **[New March 30, 2018] Students with significant cognitive disabilities.** 279.68 applies to students on IEPs including students with significant cognitive disabilities. Students in kindergarten through third grade, who require an alternate assessment aligned to alternate academic achievement standards in reading will take Iowa's Early Literacy Alternate Assessment (EL AA). EL AA meets the ELI requirements for universal screening and progress monitoring. It is reasonable that a student being served on an IEP, qualifying for alternate assessment, with a status of persistently at risk would have an appropriate goal in the area of literacy on the IEP. This meets the ELI requirement for intensive instruction in literacy, when required by literacy status.

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ELI requirements and supports include:
   a. Universal Screening and Progress Monitoring (District default assessment or EL AA)
   b. Intensive instruction in literacy, and participation in 90 minutes of research-based universal instruction for students persistently at risk. For students with significant disabilities, appropriate scaffolding and universal instruction will be provided based upon alternate academic achievement standards such as Iowa Core Essential Elements, as will the additional intensive instruction required
   c. Parent Communication and notification. It is reasonable that the parent/guardian notifications and communication for special education guidance and ELI requirements may be combined as long as requirements for both are satisfied. For ELI, parent communication includes literacy status, the data/assessment upon which this status is based, supports the school will provide, things parents can do at home to support literacy, and on-going progress monitoring. ELI includes a one-time contract with the school and parents to support the literacy needs of the student (signatures not required; face to face conversation encouraged)
   d. Students participating in the EL AA will continue to receive post-third grade supports.
      i. Students will participate in progress monitoring of literacy skills three times per year, as do peers
      ii. Students will continue to receive intensive reading instruction to address reading proficiency, as do peers
      iii. The need for alternate assessment is based upon the need for instruction aligned to alternate academic achievement standards in reading, such as those in the Iowa Core Essential Elements

5. [New March 30, 2018] **Parents/Guardians who wish to refuse assessment and/or additional supports.** Parent/guardian refusal is not permitted by current legal guidance with the exception of parents/guardians of students who are homeschooled. Parents cannot refuse an intervention because curricular decisions are vested with the schools (with certain narrow exceptions, e.g., the human growth and development course).

   Next steps regarding parent/guardian refusal is a local decision. It is recommended that districts follow the same local steps as for any other parent/guardian refusal for any other required assessment or curricular and instructional decisions.

6. [New March 30, 2018] **Blind/ visual impairment (BVI) and Deaf/Hard of Hearing (DHH).** FAST has provided a list of general accommodations if needed. It does not have a specific statement in regard to deaf, hard-of-hearing, or visually impaired students but generally speaking they do allow for the following accommodations:
   a. FAST's CBM measures are available via paper-pencil as needed for any reason.
   b. Text Magnification
   c. Sound Amplification
   d. Extended Time in the following FAST measures: aReading. For those using other Fast Bridge Learning assessments: aMath and untimed portions of CBM Math, earlyReading and earlyMath
   e. Extra Breaks

f. Preferential seating and use of quiet space

g. Proxy responses

h. Use of scratch paper. For those using Fast Bridge Learning direct: note that the CBM Math Automaticity Assessment does not allow for scratch paper as it specifically is designed to assess the automaticity skill.

i. Students with differing needs or disabilities may take the computer-based assessments such as aReading, via a tablet-type device (e.g., Chromebook, iPad, etc.), facilitating screen optimization. For those using other Fast Bridge Learning assessments: aMath or CBM Math Automaticity.

Administration and scoring accommodations beyond these *will invalidate* obtained scores for universal screening, meaning you cannot use the benchmarks to determine risk level or literacy status. It is also important to note that decision-making about the assessments and accommodations must be made on an individual student basis; not on the basis of a category or classification.

In situations where the district default screening and progress monitoring assessments are not appropriate for the student, even with permitted accommodations, an alternative assessment may be used in lieu of the default assessment. The alternative assessment must meet the same technical requirements as an approved measure and convey the same educational benefit to the student receiving the assessment, as is conveyed to general education peers. The decision to use an alternative assessment should be documented locally and include conversation with parents/guardians. An alternative assessment measure may always be used in addition to the district default measure.

The tools approved to meet ELI requirements were designed for the sensory- typical student population and those important foundational early literacy skills. These skills will likely, but may not always be, foundational literacy skills for all students (e.g., phonological awareness for a deaf student). Staff will need to be attentive to individual students' skills and needs.

7. [New March 30, 2018] **Accommodation, Modification, and Disability Status**

There may be rare occasions when a student with a disability participates in assessment alongside peers, using an accommodation or modification *beyond* those permitted. It is possible that a deaf/hard of hearing or blind/visually impaired student could be meaningfully monitored with a modified administration or scoring procedure for instructional purposes or for monitoring individual growth. Examples include:

- a braille learner completing CBMR in braille

- a student with profound hearing loss receiving sign language delivery of computer adaptive test items

- a nonverbal or student on the autism spectrum participating in "expressive" tasks converted to "receptive" tasks (which letter makes the /m/ sound)

*As noted above, benchmarks may **not be applied** for the purpose of risk level or literacy status.* Perhaps most importantly, these changes represent a fundamental change in both the task and the purpose of the assessment, resulting in data that can be used formatively but not in the intended way the measures were designed.

Factors to consider when deciding to use screening or progress monitoring measure beyond accommodation or modification permitted:

    a. The student has a documented disability condition and a local student support team that includes the parent(s)/guardian(s)

    b. The student's early literacy skills will be assessed during the screening windows and they will be provided progress monitoring and intervention when this assessment indicates a need.

    c. The student does not have a significant cognitive disability and does not qualify to take the ELI Alternate Assessment.

    d. The student support team has documented the reason the student will not participate in the default universal screening and what accommodations/modifications the student will receive for early literacyassessment.

    e. The student cannot be tested using Another Approved Measure or with thedefault measure usingthe discontinue rules.

8. **Out of State Placement** ELI requirements apply to students served in out of state placement, including screening, progress monitoring, and intervention supports. The sending school is responsible for ensuring the screening is completed. The screening may be completed in several ways: the out of state placement can administer any screening measure on Iowa's approved list, the out of state placement can administer the sending district default measure on paper, and share the scores with the sending district, or the sending district can complete the screening on site at the out of state facility. The sending district and out of state placement facility will coordinate subsequent progress monitoring and intervention if there is an indicated need from the screening. Please remember the focus is on identifying and meeting all student needs.

9. **Dyslexia.** ELI requirements apply to students identified as having dyslexia, with consideration for students needs identified in a 504 plan or IEP, when applicable. Dyslexia means a specific and significant impairment in the development of reading, including but not limited to phonemic awareness, phonics, fluency, vocabulary, and comprehension that is not solely accounted for by intellectual disability, sensory disability or impairment, or lack of appropriate instruction. Students identified as having dyslexia may also be students assessed as persistently at risk in reading. Assistance shall include but not be limited to strategies that formally address dyslexia, when appropriate, and strategies to develop the skills to read at gradelevel.

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