

Agenda

I. Call to Order / WebEx Login

<https://woodbridgeps.webex.com/woodbridgeps/j.php?MTID=m31f96980655eaf7a0c819a76aeed304f>

Meeting number (access code): 2482 485 6401

Meeting password: NWcM47fGr9Y

This meeting is being conducted as a hybrid meeting consistent with Connecticut Public Act 22-3. The public may attend in person at the location indicated above, with social distancing required. The public may also attend electronically via WebEx with the link provided above.

II. Public Comment - *The Board welcomes public participation. We ask that speakers please limit their comments to three minutes. Please be aware that the Board will not respond to any comments made during the public comment period, except to clarify issues, but we will take into consideration your comments, and when appropriate, district administration will follow-up with you at a later point in time.*

III. Pre-Algebra Update

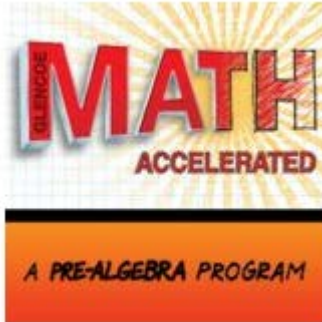
IV. PK-3 Reading Curricula Update - CSDE Guidance

V. Adjournment

Math Placement Information for Woodbridge (Shared by Amity)

1. The resource/text teachers use in Pre-Algebra:

The 7th grade Pre-Algebra textbook that we use is *Glencoe Math Accelerated 2014 - A Pre-Algebra Program*.



2. The math sequence for a student who takes Algebra in grade 7 and for a student who takes Algebra 1 in grade 7 (Accelerated) vs. Pre-Algebra (Advanced) in grade 7.

**Accelerated Scope in Sequence-provided students meet prerequisite grades/course completion.

Grade 7 – Algebra 1

Grade 8 – Geometry

Grade 9 – Algebra II

Grade 10 – Pre-Calculus

Grade 11 – Calculus

Grade 12 – Statistics

Advanced Scope and Sequence

Grade 7 – Pre-Algebra

Grade 8 – Algebra 1

Grade 9 – Geometry

Grade 10 – Algebra II

Grade 11 – Pre-Calculus

Grade 12 – Calculus (Statistics can be taken simultaneously with Calculus)

3. 2021-22 – 6th Grade Pre-Algebra Students – Current Placement

BRS had 13 students enrolled in Pre-Algebra for 2021-2022

5 enrolled in pre-algebra in grade 7

7 enrolled in Algebra

1 no longer in district

Woodbridge

Beecher Road School

Pre-Algebra Eligibility Criteria

***students must meet two of the three data points**

	Grade 6 Pre-Algebra
Benchmark Assessment Criteria	5 th Grade Spring Math STAR - at least an 95 th percentile
CoGAT	A score of 130 or higher on the Grade 3 CoGAT
District Mathematics Assessment based on primarily grade 6 mathematics standards	A score of 60% or higher *assessment is administered near the end of grade 5

Amity Middle School Math Placement Criteria

In order to be eligible to take the following courses as a seventh grader at Amity Middle School, students must meet the criteria below:

	Grade 7 Pre-Algebra	Algebra 1
Benchmark Assessment Criteria	6th Grade Math STAR/iReady Scale Scores (SS) - at least an 83rd percentile on Winter and Spring Assessments	At least a 97th percentile on all STAR/iReady assessments in grades 5 and 6 (with one score exception)
Class Performance	Meets at least 4 out of 5 classroom performance criteria as rated by 6 th grade teachers	Meets all 5 classroom performance criteria as rated by 6 th grade teachers
Mathematical Claims Rubric (SBA Claims 1-4)	Must “meet” or “exceed” Mathematical Claims as rated by 6 th grade teachers	Must “exceed” Mathematical Claims as rated by 6 th grade teachers
Pre-Algebra Final	N/A	Must take the Pre-Algebra Final Exam and achieve a grade of B+ or higher

Class Performance

Outstanding math achievement (>85% on summative assessments)

Completes hw on time with attention to detail and organization

Independent learner, perseveres toward mastery

Developmentally mature, thinks abstractly, makes connections

Ability to make relevant applications of new concepts

SBA Claims

Claim 1: Concepts and Procedures

- Students can explain and apply mathematical concepts and precision and fluency.

Claim 2: Problem Solving

- Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.

Claim 3: Communicating Reasoning

- Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Claim 4: Modeling and Data Analysis

- Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.



STATE OF CONNECTICUT STATE BOARD OF EDUCATION



TO: Superintendents of Schools
Charter School Directors
Regional Educational Service Center Directors
College and University Deans and Certification Officers

FROM: Charlene M. Russell-Tucker, Commissioner of Education *CRJ*

DATE: September 29, 2022

SUBJECT: Connecticut Approved Pre-Kindergarten (PreK) to Grade Three Core Comprehensive Reading Curricula/Programs

Section 10-14gg of the Connecticut General Statutes (C.G.S.) establishes the Center for Literacy Research and Reading Success (Center) within the Connecticut State Department of Education (CSDE). The C.G.S. 10-14ii requires the Center at the CSDE to review and approve at least five reading curricula/programs that must be implemented by all public-school districts effective in the 2023–24 school year.

As required in C.G.S. 10-14gg, the Center at the CSDE convened the Reading Leadership Implementation Council (Council) to inform its work. The Center at the CSDE consulted with the Council to develop the [2022 Guidelines for Open Review Period for Grades Pre-Kindergarten to Three Reading Curricula and/or Programs](#) (2022 Guidelines). From May 4, 2022, to May 25, 2022, districts and publishers submitted curricula/programs for review by the Center at the CSDE.

The CSDE's Review Team consisted of 16 Connecticut literacy experts, CSDE staff, and educational leaders. Several members of the Council also served on the Review Team. In total, the Review Team reviewed and rated the 25 curricula/programs¹ on each of the 25 critical literacy indicators aligned to the science of reading that are listed in the [2022 Guidelines](#). Each curriculum/program was reviewed by at least two reviewers. In addition to the ratings of Connecticut reviewers, other credible and comprehensive literacy material reviews and research findings, including [CURATE](#), [EdReports](#), and the [Colorado Department of Education Advisory List of Instructional Programming](#), were considered before final approval. At this time the PreK curricula/programs submitted for review were not found to meet expectations, however, one is under review as noted below.

Connecticut Approved K–3 Core Comprehensive Reading Curricula/Programs

The following curricula/programs, listed in alphabetical order, fully meet the expectations of the [2022 Guidelines](#) and are approved for use by districts until June 30, 2027:

- American Reading Company – ARC Core® (K–3), (2020);
- Amplify Education Inc. – Core Knowledge Language Arts (CKLA, 2017);
- Imagine Learning – EL Education Grades K–3, (2017);
- McGraw Hill Education – Wonders, (2020);
- Open Up Resources – EL Education, (2017); and
- Savvas Learning Company – myView Literacy, (2020).

Connecticut Approved Pre-Kindergarten (Pre-K) to Grade Three Core Comprehensive Reading Curricula/Programs

The following curricula/programs are under review, while they scored in the Meets Expectations range on the 25 indicators, they have not been reviewed by any other credible and comprehensive literacy review process:

- Savvas Learning Company – Three Cheers for Pre–K, (2022); and
- Schoolwide, Inc. – Fundamentals of Reading, Writing, Grammar, Content Literacy, and Foundational Skills.

Each local or regional board of education shall designate a signatory (e.g., superintendent, charter school director) who shall complete the [Required Notification Regarding Connecticut Approved PreK–3 Reading Curricula/Programs Survey](#) (survey) by December 16, 2022. Through this survey, districts will notify the Center at the CSDE as to their intentions regarding the July 1, 2023, implementation of Connecticut Approved K–3 Core Comprehensive Reading Curricula/Programs including:

- implementation of an approved curriculum/program;
- submission of an Application Requesting a Waiver of Connecticut Approved PreK–3 Core Comprehensive Reading Curricula/Programs; or
- request of an extension of one year to implement a Connecticut Approved PreK–3 Core Comprehensive Reading Curricula/Programs by July 1, 2024, due to insufficient resources or funding.

Please note, this survey will also inform the CSDE’s planning for the distribution of ARPA funds designated for the Center and determine if other financial support can be provided to assist districts with curricula/program implementation.

If local or regional boards of education are submitting an Application Requesting a Waiver of Connecticut Approved K–3 Core Comprehensive Reading Curricula/Programs (waiver request), curricula/programs reported by Edreports.org as "does not meet" or curricula/programs that do not meet expectations for use in Connecticut may not be included in the waiver request. The waiver request documents must be submitted to the SDE.LiteracyCenter@ct.gov by February 28, 2023.

For more information regarding the Application Requesting a Waiver of Connecticut Approved PreK-3 Core Comprehensive Reading Curricula/Programs and/or the survey, visit the [Center for Literacy Research and Reading Success \(ct.gov\)](#).

Informational webinars will be forthcoming to assist districts with the information shared in this memo. If you have any questions, please contact Dr. Melissa Wlodarczyk Hickey, Interim Director of the Center for Literacy Research and Reading Success, at SDE.LiteracyCenter@ct.gov.

CRT:mwh

¹ Some curricula/programs were submitted separately by different districts. In total, 53 submissions were received. Multiple submissions of the same curricula/programs were consolidated and resulted in 25 unique curricula/programs that were reviewed. Each submission was reviewed by at least two reviewers.

Volume I



**GRADES K-3: UNIVERSAL SCREENING READING ASSESSMENTS
FREQUENTLY ASKED QUESTIONS**

September 2022

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Introduction

This document serves to provide local and regional boards of education with initial guidance on the selection of approved K-3 research-based universal screening reading assessments. Pursuant to Section (Sec.) 10-14t(a) of the Connecticut General Statutes (C.G.S.), the Connecticut State Department of Education (CSDE) has approved reading assessments mandated for use by local and regional boards of education to identify students in kindergarten to Grade 3, inclusive, who are below proficiency in reading, and published the *Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments*. These reading assessments have been approved for use by districts to “assist in identifying, in whole or in part, students at risk for Dyslexia, as defined in Sec. 10-3d of the C.G.S., or other reading-related learning disabilities.”

Sec. 10-14t of the C.G.S. (effective July 1, 2022), indicates that the CSDE “shall compile a list of reading assessments, with consideration given to the recommendations set forth in appendix G of the final report of the task force [to Analyze the Implementation of Laws Governing Dyslexia Instruction and Training] established pursuant to Special Act 19-8, for use by local and regional boards of education commencing July 1, 2023, and each school year thereafter.”

All districts must select and administer universal screening reading assessments from the [Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments \(July 1, 2023\)](#) for screening and progress monitoring. Such assessments shall:

- measure phonics, phonemic awareness, fluency, vocabulary, comprehension, and rapid automatic name (RAN) or letter name fluency;
- provide opportunities for periodic formative assessment during the school year;
- produce data that is useful for informing individual and classroom instruction; and
- be compatible with current best practices in reading instruction and research.

Information for Approved Menu of Research-based Universal Screening Reading Assessments

Approved Reading Measure	Description	Vendor	Company Website	Contact Information
<p>aimswebPlus™ Early Literacy and Reading; aimswebPlus RAN</p>	<p>AimswebPlus is an online assessment, data management, and reporting system for foundational reading skills. The reading measures are administered as online assessments and digital record form (i.e., the teacher scores a student’s response on an electronic scoring form).</p>	<p>NCS Pearson, Inc.</p>	<p>https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Academic-Learning/Brief/aimswebPlus/p/100000519.html?tab=product-details</p>	<p>Mary Del Angel, Classroom Assessment Consultant, Mary.delangel@pearson.com 210-983-9438</p>
<p>Amira Learning™</p>	<p>Amira Learning is a fully digital, automated oral reading fluency (ORF) assessment driven by research in the fields of the science of reading, speech recognition, psychometrics, and artificial intelligence. The Amira Learning software tests a student’s ability to read out loud (ORF measurement), and scores the assessment via machine learning algorithms. Once an assessment is complete, Amira Learning generates scores for standard curriculum-based measurements including phonological awareness, decoding, ORF, and vocabulary in the online data management and reporting system.</p>	<p>Houghton Mifflin Harcourt</p>	<p>https://www.hmhco.com/amira</p>	<p>Amy A. Senius, Sr. Director of Sales, Amy.Senius@hnhco.com 845-548-9285</p>
<p>easyCBM®</p>	<p>The easyCBM assessments are curriculum-based measures that address the reading components essential for early literacy knowledge. Riverside Insights provides the</p>	<p>Riverside Insights™</p>	<p>https://riversideinsights.com/easy_cbm</p>	<p>Rita Linnemann, Product Manager, Rita.Linnemann@riversideinsights.com 630-467-7097</p>

Approved Reading Measure	Description	Vendor	Company Website	Contact Information
	easyCBM online data management and reporting system.			
DIBELS® 8th Edition	DIBELS 8th Edition measures to assess the acquisition of early literacy skills and knowledge, are brief, and predictive of later reading development.	Center on Teaching and Learning at the University of Oregon	https://dibels.uoregon.edu/ (free download available)	https://dibels.uoregon.edu/contact
mCLASS® DIBELS® 8th Edition; mCLASS® Vocabulary; mCLASS® RAN	<p>mCLASS DIBELS 8th Edition is an online data management and reporting system that provides DIBELS 8th Edition measures to assess the acquisition of early literacy skills and knowledge. The early literacy measures are brief, and predictive of later reading development.</p> <p>The mCLASS Vocabulary assessment measures students' level of word knowledge and the ability to make meaning from text.</p> <p>mCLASS RAN measures students' ability to quickly name visually presented numbers.</p>	Amplify Education, Inc.	https://amplify.com/programs/mclass/mclass-program-details/	Emily Swikehardt, Educational Partnership Manager, eswikehardt@amplify.com 619-971-0040
Acadience® RAN	Acadience RAN is a brief assessment with tasks that require, with speed and accuracy, the identification of visually presented objects, letters, and numbers.	Acadience® Learning	https://acadiencelearning.org/acadiencereading/acadienceran/ (free download available)	https://www.voyagersopris.com/product/assessment/acadienceran/contact-sales
		Voyager Sopris Learning®	https://www.voyagersopris.com/product/assessment/acadienceran/overview	Cambium Learning Group 800-547-6747 800-956-2860

Approved Reading Measure	Description	Vendor	Company Website	Contact Information
				https://www.voyagersopris.com/product/assessment/acadienceran/contact-sales

Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments: Frequently Asked Questions

1. [Why has the Connecticut State Department of Education \(CSDE\) approved K-3 universal screening reading assessments for use by local and regional boards of education?](#)
2. [Are all local and regional boards of education required to administer universal screening reading assessments?](#)
3. [When must local and regional boards of education begin using an assessment from the *Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments \(July 1, 2023\)*?](#)
4. [What areas of essential reading skills and knowledge must be assessed?](#)
5. [Why does the *Approved Menu of Research-based Universal Screening Reading Assessments \(July 1, 2023\)* only consist of General Outcome Measurement measures \(GOM measures\)?](#)
6. [Many districts continue to use computer adaptive assessments listed in Section 2: Computer Adaptive Assessments of the current *Approved Menu of Research-based Universal Screening Reading Assessments \(July 2019\)*. Can districts continue using these computer adaptive assessments?](#)
7. [Can districts use a locally-selected universal screening reading assessment that has not been approved?](#)
8. [When must students be assessed?](#)
9. [Which universal screening reading assessment subtests must be administered for each of the assessment windows \(i.e., fall, winter, spring\)?](#)
10. [When will the CSDE publish a universal screening reading assessment schedule to assist districts in planning administration windows?](#)
11. [Are local and regional boards of education required to report universal screening reading assessment data to the CSDE?](#)
12. [When will the CSDE publish cut scores that classify students in a risk category?](#)
13. [What should be done for students determined to be substantially deficient in reading based on the fall or winter assessment results?](#)
14. [Must local and regional boards of education include multilingual learners in the universal screening reading assessment process?](#)
15. [Must local and regional boards of education include special education students in the universal screening reading assessment process?](#)
16. [When will new assessments be added to the menu of universal screening assessments?](#)
17. [Are the assessments available in languages other than English?](#)
18. [How do I contact the vendors for these assessments?](#)

1. Why has the Connecticut State Department of Education (CSDE) approved K-3 universal screening reading assessments for use by local and regional boards of education?

Pursuant to Section (Sec.) 10-14t(a) of the Connecticut General Statutes (C.G.S.), the CSDE has approved universal screening reading assessments [[Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments \(July 1, 2023\)](#)] for use by local and regional boards of education to identify students in kindergarten to Grade 3, inclusive, who are below proficiency in reading, and to assist in identifying, in whole or in part, students at risk for Dyslexia, or other reading-related learning disabilities.
2. Are all local and regional boards of education required to administer universal screening reading assessments?

Yes, any local and regional boards of education, including charter schools, serving students in Grades K-3, inclusive, must select and administer an assessment from the [Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments \(July 1, 2023\)](#) for screening and progress monitoring. The intent of C.G.S. Sec. 10-14t(a) is for all districts to select an assessment from the *Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments* for screening and progress monitoring.
3. When must local and regional boards of education begin using an assessment from the [Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments \(July 1, 2023\)](#)?

Beginning with the 2023-24 school year, local and regional boards of education shall use an assessment from the [Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments \(July 1, 2023\)](#).
4. What areas of essential reading skills and knowledge must be assessed?

Assessments must measure phonics, phonemic awareness, fluency, vocabulary, comprehension, and rapid automatic name (RAN) or letter name fluency, at appropriate grades (e.g., comprehension is not applicable for kindergarten). Furthermore, there is an expectation that assessments will be combined when administering the universal screening reading assessments (e.g., Amira Learning and Acadience RAN) to meet statutory requirements to ensure all six areas of essential reading skills and knowledge are assessed at the appropriate grades, as indicated by the assessment protocol.
5. Why does the [Approved Menu of Research-based Universal Screening Reading Assessments \(July 1, 2023\)](#) only consist of General Outcome Measurement measures (GOM measures)?

GOM measures are most appropriate for use as universal screening and progress monitoring tools in Grades K-3 for identifying students experiencing reading difficulties, and students at risk of Specific Learning Disability (SLD)/Dyslexia or other reading-related learning disabilities. GOM measures are brief reading assessments that are highly sensitive to early reading skills growth, have a demonstrated utility in predicting reading acquisition, tracking individual children's growth and development in critical reading skills over time, and allowing educators to reliably determine the extent to which a student is making progress toward long-term goals.
6. Many districts continue to use computer adaptive assessments listed in Section 2: Computer Adaptive Assessments of the current [Approved Menu of Research-based Universal Screening](#)

Reading Assessments (July 2019). Can districts continue using these computer adaptive assessments?

Yes. In addition to using GOM measures in Grades K-3, local and regional boards of education may continue to use computer adaptive assessments. Furthermore, local and regional boards of education may consider incorporating the state-provided Smarter Balanced [Interim Assessment Blocks \(IABs\)](#), [Smarter Balanced Focused Interim Assessment Blocks \(FIABs\)](#), and the [Writing Portfolio Guides for Grades K-2](#) as part of a local comprehensive assessment plan for those early grades to evaluate student learning on the broader K-12 Connecticut Core Standards.

7. Can districts use a locally-selected universal screening reading assessment that has not been approved?

No. Although districts may appropriately choose to use additional reading assessments, districts may not use a locally-selected reading assessment in lieu of an approved assessment. Public Act (P.A.) No. 21-2, Sec. 10-14t of the C.G.S. (effective July 1, 2022), states that the CSDE “shall compile a list of reading assessments...for use by local and regional boards of education commencing July 1, 2023, and each school year thereafter.”

8. When must students be assessed?

Universal screening and progress monitoring of all students must occur on a regular basis, using the same universal screening measures, to assist in the identification of those experiencing reading difficulties, on a routine basis (i.e., fall, winter, and spring), incorporating progress monitoring tools that are relatively quick assessments and administered frequently (e.g., bi-weekly, monthly) to measure students’ progress during an intervention period.

9. Which universal screening reading assessment subtests must be administered for each of the assessment windows (i.e., fall, winter, spring)?

The subtests, which must measure phonics, phonemic awareness, fluency, vocabulary, comprehension, and RAN or letter name fluency, must be administered according to each publisher’s administration schedule, as indicated by grade level and assessment window and as required for a composite score.

10. When will the CSDE publish a universal screening reading assessment schedule to assist districts in planning administration windows?

The CSDE will publish an assessment schedule during April, prior to the following school year.

11. Are local and regional boards of education required to report universal screening reading assessment data to the CSDE?

No. At this time, the CSDE will not collect universal screening assessment data. However, the CSDE is investigating the feasibility of collecting universal screening assessment data beginning with the 2024-25 school year. Local and regional boards of education should retain assessment data at the district level and at the school level until such time.

12. When will the CSDE publish cut scores that classify students in a risk category?

Using the cut scores as provided by each assessment company, the CSDE will develop and publish cut scores for each of the approved assessments during each April prior to the following school year.

13. What should be done for students determined to be substantially deficient in reading based on the fall or winter assessment results?

Students who are determined to be substantially deficient in reading, and not making sufficient progress toward learning to read, should have access to the supplemental and/or intensive instruction. Districts may administer a diagnostic assessment to determine specific reading difficulties to identify the appropriate supplemental or intensive instruction. Additionally, pursuant to Sec. 10-265g of the C.G.S., local and regional boards of education designated as a [Priority School District](#) must (1) notify parents/guardians of reading deficiencies, (2) establish and/or maintain an [Individual Reading Plan \(IRP\)](#), and (3) based on the end-of-the-year assessment, provide summer school.

14. Must local and regional boards of education include multilingual learners in the universal screening reading assessment process?

Yes, students who are being instructed in literacy in their native language with the ultimate goal of biliteracy should be administered reading assessments from the approved menu in both English and the native language, if available. The rationale is to identify at-risk readers, regardless of the language of instruction. Assessment results should be communicated to parents in a timely manner and should be maintained in the student's cumulative file. Pursuant to Sec. 10-265g of the C.G.S., local and regional boards of education designated as a [Priority School District](#) must (1) notify parents/guardians of reading deficiencies, and (2) establish and/or maintain an [Individual Reading Plan \(IRP\)](#). Students in bilingual or dual-language education programs may appear to be below proficiency in reading on a reading assessment in English. (3) These students should still be referred for summer programming. Ideally, a summer bilingual program would provide the most benefit for students in these regular school year programs.

15. Must local and regional boards of education include special education students in the universal screening reading assessment process?

Yes, all students, including those students receiving special education services, should participate in the universal screening process. If they are not making sufficient progress toward learning to read, they should have access to the supplemental and/or intensive instruction that is afforded to all general education students. Students with a significant cognitive impairment who participate in the standards-based general education curriculum and require extensive direct individualized instruction and substantial supports may not be required to participate in the universal screening process. The [individualized education programs \(IEPs\)](#) for students in this group should reflect how they would be assessed on appropriate foundational reading skills as determined by the Planning and Placement Team. The Individuals with Disabilities Education Act (IDEA) requires that public agencies "...ensure that its children with disabilities have available to them the variety of educational programs and services available to nondisabled children in the area served by the agency." As such, special education students, whose reading levels have been identified as below proficiency in reading on an assessment from the [Approved Menu of Research-based Grades K-3 Universal](#)

[Screening Reading Assessments \(July 1, 2023\)](#), must have the same access to interventions designed to improve literacy skills as nondisabled students whose reading performance was also scored as below proficiency.

16. [When will new assessments be added to the menu of universal screening reading assessments?](#)

Pursuant to Sec. 10-14t(a) of the C.G.S., the CSDE has approved reading assessments for use by local and regional boards of education to identify students in Grades K-3, inclusive, who are below proficiency in reading, and published the *Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments*. An open review period has been established so that the CSDE may consider additional assessments for the *Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments*. The intent of this proactive process is to assist the CSDE in guiding districts in the use of reading assessments as research and assessment practices evolve over time. Because the CSDE very recently published a new menu of universal screening assessments for use by districts, effective July 1, 2023, the timeline for the open review process is currently under study to determine a revised timeline for commencing the next open review period. As such, guidance for the next open review period will be published for use by local and regional boards of education once the timeline for the open review process has been refined to better align with the implementation timeline of the recently published menu of universal screening assessments.

17. [Are the assessments available in languages other than English?](#)

Yes, the following assessments are available for use for students whose native language is Spanish.

- Use aimswebPlus Spanish Literacy & Reading Assessments to monitor the development of Spanish early literacy skills in Grades K-3.
- Use Amira Spanish Assessment to monitor the development of Spanish early literacy skills in Grades K-3.
- Use easyCBM Spanish Literacy Assessments to monitor the development of Spanish early literacy skills in Grades K-3.
- Use Indicadores Dinámicos del Éxito en la Lectura (IDEL) 7th Edition to monitor the development of Spanish early literacy skills in Grades K-3.
- Use mCLASS Vocabulary Español to monitor the development of Spanish general vocabulary knowledge in Grades K-3.
- Use Acadience RAN Spanish-Language Directions Assessment Manual to monitor Spanish rapid automatized naming in Grades K-3.

18. [How do I contact the vendors for these assessments?](#)

Contact information for each of the vendors is provided in the table beginning on [page 2 of this document](#).

References

Amira Learning Assessment Technical Guide: Mid-Year Updates 2021. HMH.

Amplify. mCLASS Rapid Automatized Naming (RAN) Research Overview. 2016-2022 Amplify Education, Inc.

Amplify. mCLASS Vocabulary Research Overview. 2016-2022 Amplify Education, Inc.

Good, R. H., III, & Powell-Smith, K. A. (2021). RAN Total Time Low-Risk and At-Risk Values for Beginning-of-Year Kindergarten (Technical Report No. 30). Acadience Learning, Inc. www.acadiencelearning.org.

NCS Pearson, Inc. (2019). aimswebPlus Technical Manual. https://app.aimswebplus.com/help/fo_help/Content/Resources/PDF's/Guides%20and%20Manuals/aimswebPlus%20Development%20Manual.pdf.

Riverside Insights. Riverside Assessments, LLC. https://riversideinsights.com/easy_cbm.

Appendix B: PreK–3 Reading CORE* Rubric

*Connecticut Review

The PreK–3 Reading CORE (describe Connecticut Review - CORE) Rubric is designed for use by the CSDE, in consultation with the Reading Leadership Implementation Council, to review reading curricula and programs for use by local and regional boards of education for students in PreK–3, inclusive, that are evidence-based/scientific-based and aligned to the aforementioned areas of reading. The PreK–3 Reading CORE Rubric was adapted from the CURATE project designed by the Massachusetts Department of Elementary and Secondary Education (DESE).

Domain: Standards Alignment		
Criterion	Indicator	Description
1. Text Quality and Organization	a. Texts exhibit grade-appropriate complexity and are worthy of students' attention.	Evidence includes: <ul style="list-style-type: none"> • Text complexity assessed against grade-level expectations, not student reading levels. All students have access to grade-appropriate text every day. • Focus is on texts used for core instruction, not independent reading or remediation.
	b. Materials include texts of varying genres and types of complexity.	Evidence includes: <ul style="list-style-type: none"> • Variation in genre at every grade, aligned to grade-level standards. • Types of complexity include levels of meaning or purpose; text structure; format and text features; use of conventions, diction, and syntax; and knowledge demands.
	c. Materials include texts representing various cultures and perspectives.	Evidence includes: <ul style="list-style-type: none"> • The determination of the extent to which students are represented and reflected in the curriculum, and the extent to which they're exposed to many identities such as, but not limited to: race, ethnicity, language, religion, family structures, ability, gender, and sexual orientation.

		<ul style="list-style-type: none"> • Full representation that goes beyond tokens and stereotypes; it is nuanced and multidimensional. <ul style="list-style-type: none"> ○ To what extent are different identities central to a story/text? ○ To what extent do the characters accurately portray the histories and experiences of their cultures? • Consideration of time period (setting, publication date), representation of authors and places, as well as representation of primary and secondary sources represent multiple perspectives. • Alignment to the expectation of the Connecticut Core Standards for English language arts that students engage with texts representing varied cultures and perspectives each year. “Diversity” should not be limited to one unit.
	<p>d. Materials include coherent sets and sequences of texts that help students build knowledge systematically.</p>	<p>Evidence includes:</p> <ul style="list-style-type: none"> • Each unit centers on a coherent topic or theme to build knowledge systematically. <ul style="list-style-type: none"> ○ Knowledge encompasses both literary content (e.g., theme, character, setting), as well as topical content (the topic or theme explored throughout a unit). • Topics in English language arts curriculum need not align to state standards for other subject areas, though alignment is worth noting where it exists.
<p>2. Foundational Skills</p>	<p>a. Materials support direct teaching of foundational skills to contribute to the development of fluent reading, including: instruction in print concepts (PreK-K), phonological awareness (PreK-1), advanced phoneme awareness (Grades 2-3), phonics and decoding</p>	<p>Evidence includes:</p> <ul style="list-style-type: none"> • Demonstration of a clear and research-based progression of skills and content. • Supports for instruction in foundational skills that is both explicit (taught clearly and directly by the teacher) and systematic (taught in an ordered manner). • The provision of daily opportunities for students to practice reading. In K–2 this includes reading decodable words in isolation as well as reading decodable text and/or connected text for the purpose of providing practice with specific

	(Grades PreK-2), and fluency (Grades 1-3).	decoding skills and developing automatic word recognition.
	b. Materials include explicit instruction and regular practice in phonological awareness (Grades K-1) and advanced phoneme awareness (Grades 2-3).	<p>Evidence includes:</p> <ul style="list-style-type: none"> • Phonological awareness activities like word and sound games and the use of poetry and rhyme that help students notice the sounds in words (alliteration, rhyme, syllables, onset and rime). • Phonemic awareness activities using hand gestures or manipulatives, like blocks, magnetic letters, or Elkonin boxes to help students notice the individual sounds in words. Students in Grades 2-3 notice and manipulate the individual sounds in words.
	c. Materials include explicit instruction and regular practice in phonics (Grades PreK-2). For Pre-Kindergarten and Kindergarten, materials should also include explicit instruction and regular practice in print concepts.	<p>Evidence includes:</p> <ul style="list-style-type: none"> • Phonics instruction that offers a gradual release approach with active practice opportunities for students to transfer and apply the phonics they are learning. This could mean direct practice of taught letter-sound correspondences, vowel patterns, or multisyllabic word reading in text(s) selected for and aligned to the lesson purpose. • Modeling print concepts and discussing them in authentic reading contexts, such as during a teacher-led read-aloud or during teacher-child interactions in the classroom library (PreK-K).
	d. Materials include frequent opportunities for students to practice and gain automatic word recognition (Grades PreK-K) and for teachers to model fluency and for students to practice building fluency (Grades 1-3).	<p>Evidence includes:</p> <ul style="list-style-type: none"> • Practice opportunities with taught common letter patterns such as vowel teams, prefixes, or consonant blends. • Explicit instruction of regular and irregular words that attends to sounds, spelling, and meaning to support sight-based recognition of high-frequency words. • Word recognition activities • Reading connected text • Repeated oral reading
	e. Lessons and activities allow for high-quality, daily differentiation of foundational skills, so all	<p>Evidence includes:</p> <ul style="list-style-type: none"> • Independent or center-based activities such as hands-on phonemic awareness activities with manipulatives, applied practice with decodable text, or repeated oral reading for fluency.

	students achieve mastery of foundational skills.	<ul style="list-style-type: none"> • Suggested formats and schedules to support small group instruction in foundational skills.
3. Classroom Tasks and Instruction	a. Materials provide for structured discussions that address grade-level speaking and listening standards.	<p>Evidence includes:</p> <ul style="list-style-type: none"> • The Classroom Tasks and Instruction criterion include both what students are asked to do and how teachers facilitate their success. • Consideration of both speaking and listening clusters: comprehension and collaboration and presentation of knowledge and ideas.
	b. Most questions, tasks, and assignments are text-based, work to support knowledge building of a topic or theme and require literary or other textual analysis.	<p>Evidence includes:</p> <ul style="list-style-type: none"> • Students engage directly with texts, not just practice isolated skills (e.g., with worksheets). Occasional discussions and writing may not center on existing texts, but the reading standards are intertwined with the other strands, and most tasks and instruction should involve text. • Though instruction and tasks center on reading, comprehending, interpreting, and analyzing the written word, other types of texts also support access, engagement, and both close and comparative analysis.
	c. Materials address grade-level language standards (conventions of standard English, knowledge of language, vocabulary acquisition and use) through both explicit instruction and authentic application.	<p>Evidence includes:</p> <ul style="list-style-type: none"> • Consideration of all language clusters: conventions of standard English, knowledge of language, and vocabulary acquisition and use. Exclude foundational skills, which are the focus of Criterion 2. • Authentic here means in context or for purposes beyond development of the target skill. For language standards, authentic application might involve analyzing a speaker’s word choice or editing an essay.
	d. Materials include a wide range of authentic writing and explicit instruction in writing skills and strategies.	<p>Evidence includes:</p> <ul style="list-style-type: none"> • Consideration of all writing clusters: text types and purposes, production and distribution of writing, research to build and present knowledge, and range of writing.

		<ul style="list-style-type: none"> • Authentic writing produces texts similar to those found outside of classrooms (e.g., brochures, editorials); accomplishes more than the demonstration of writing skills (e.g., communicates original thinking to a specific audience); and reaches audiences outside classrooms (e.g., family members, public officials).
	<p>e. Materials have students engage in a range and volume of in-class and independent reading.</p>	<p>Evidence includes:</p> <ul style="list-style-type: none"> • Every student reads in class every day. Worksheets and activities that relate to texts do not take the place of reading. • Leveled texts may be provided but should not be the only type of text students read. • Core materials provide protocols or instructional routines to support students' independent reading (e.g., resources to support independent book choices, book talk resources). • Reading in PreK–2 include participating in teacher read-aloud by reciting patterns from frequently read books, using pictures to aid in retelling a familiar text, or reading decodable or other connected text.

Domain: Classroom Application		
Criterion	Indicator	Description
4. Accessibility for Students Note: While no one set of materials can serve all students' needs, they should strongly support teachers tasked with doing so.	a. Materials provide for varied means of accessing content, helping teachers meet the diverse needs of students with disabilities and those working above or below grade level.	Evidence includes: <ul style="list-style-type: none"> ● Focus on access to grade-level content, not intervention or remediation. ● Consideration of whether materials provide multiple means of representation and opportunities for collaborative learning (e.g., partner work).
	b. Materials provide for varied means of demonstrating learning, helping teachers meet the diverse needs of students with disabilities and those working above or below grade level.	Evidence includes: <ul style="list-style-type: none"> ● Focus on demonstration of grade-level learning, not intervention or remediation. ● Consideration of whether materials provide multiple means of action and expression and opportunities for students to make choices.
	c. Materials help teachers ensure that students at various levels of English Language Learner/Multilingual Learner(ELs/MLs) proficiency have access to grade-level content, cognitively demanding tasks, and opportunities to develop academic language in English.	Evidence includes: <ul style="list-style-type: none"> ● Materials offer supports specific to ELs/MLs (e.g., references to cognates) as well as supports that benefit ELs/MLs among other learners (e.g., repeated exposure to academic vocabulary). ● Materials support teachers to develop ELs'/MLs' content knowledge and English proficiency simultaneously. ● Materials support teachers to differentiate language demands for ELs/MLs while maintaining cognitive demand. ● Supports are language specific, language family generalized, and/or inclusive of home languages.

	<p>d. Materials include questions and tasks that promote cultural affirmation and value diverse identities, backgrounds, and perspectives.</p>	<p>Evidence includes:</p> <ul style="list-style-type: none"> ● Materials elevate diverse backgrounds, perspectives, and identities to deepen learning. ● Materials challenge existing narratives about historically marginalized and historically centered or normed cultures including challenges rooted in systemic oppression. ● Materials promote recognition of the validity and worth of all cultures. ● Questions and tasks support students to: <ul style="list-style-type: none"> ○ Actively draw upon students’ diverse backgrounds ○ Make real-life connections ○ Examine their own and others’ perspectives ○ Help advance student thinking and actions about identity, equity, power, and oppression
<p>5. Usability for Teachers</p> <p>Note: Materials should strongly support teachers in their everyday work.</p>	<p>a. Lessons and tasks advance student learning with clear purpose.</p>	<p>Evidence includes:</p> <ul style="list-style-type: none"> ● Intended purpose of each lesson and clear task. ● Lessons and tasks that serve their intended purposes effectively.
	<p>b. Materials support teachers with suggested classroom routines and structures (e.g., grouping strategies).</p>	<p>Evidence includes:</p> <ul style="list-style-type: none"> ● Routines involve annotating a text, responding to peer feedback, or revising and editing writing. ● Structures (e.g., pair work, reading stations, speaking and listening) design to broaden participation and cultivate collaboration among students. ● Resources to support productive student discourse. ● Resources to actively avoid potential bias in grouping strategies.
	<p>c. Pacing is reasonable and flexible, the curriculum can be implemented effectively within a typical school year.</p>	<p>Evidence includes:</p> <ul style="list-style-type: none"> ● Accurate time estimates for lessons and units. ● Feasible number of minutes per day and days per year are feasible. Flexible options exist for a variety of school schedules and unforeseen circumstances. ● Guidance is provided to make educated decisions for what resources and aspects of the lesson to be prioritized on a daily basis.

	<p>d. Materials include informal and formal assessments that help teachers measure learning and adjust instruction.</p>	<p>Evidence includes:</p> <ul style="list-style-type: none"> ● Assessments identify students' misconceptions about taught skills, topics, or themes within and across units, and surface gaps in skills and content knowledge. ● Knowledge encompasses both literary content (e.g., theme, character, setting), as well as topical content (the topic or theme explored throughout a unit) ● Materials guide teachers toward next steps based on assessment data (e.g., reteaching, reassessing, continued practice).
	<p>e. Materials include rubrics, exemplars, or other resources to help teachers set clear and high expectations for students.</p>	<p>In addition to rubrics and exemplars, evidence includes:</p> <ul style="list-style-type: none"> ● Checklists for students to use in peer or self-assessments. ● Annotated student work at various levels of achievement, including non-exemplars. ● Guidance for the teacher to avoid bias in setting expectations for students.

	<p>f. Materials include guidance and resources designed specifically to build teachers' knowledge.</p>	<p>Evidence includes:</p> <ul style="list-style-type: none"> ● Relevant supports bolster aspects of content knowledge (e.g., grammar, literary theory), pedagogical content knowledge (e.g., development of phonemic awareness, effective strategies for writing instruction), and inclusive and culturally responsive practice. ● Materials provide a range of supports for teachers that include both topic understanding and specific lesson/standards guidance <ul style="list-style-type: none"> ○ Formats might vary: consider callout boxes and annotations in lessons, videos of classroom instruction, implementation guides, and more. ● Materials support teachers to recognize their own pedagogical biases. ● Materials provide context for teachers to develop their sociocultural consciousness by accurately contextualizing historical frames and providing various cultural developments for similar concepts. ● Materials provide teachers with guidance on how to approach, enhance, and customize lessons for their student populations.
<p>6. Impact on Learning</p>	<p>a. Research demonstrates that the materials have a positive impact on student learning.</p>	<ul style="list-style-type: none"> ● Evidence includes research that meets expectations: <ul style="list-style-type: none"> ○ Falls into evidence tiers 1, 2, or 3 as defined by ESSA. ○ Concerns the specific product under review, not just pedagogical strategies the product incorporates. ○ Is conducted by an independent, disinterested party.