

# SENATE BILL NO. 376

June 10, 2025, Introduced by Senators ALBERT, DAMOOSE, WEBBER, THEIS, BELLINO, HAUCK and NESBITT and referred to Committee on Education.

A bill to amend 1976 PA 451, entitled  
"The revised school code,"  
by amending section 1280f (MCL 380.1280f), as amended by 2024 PA  
146.

## **THE PEOPLE OF THE STATE OF MICHIGAN ENACT:**

1       Sec. 1280f. (1) The department shall do all of the following  
2   to help ensure that more pupils will achieve a score of at least  
3   proficient in English language arts on the grade 3 state  
4   assessment:

(a) Subject to subsection (4) and subject to the availability of valid and reliable assessments, approve 3 or more valid and reliable screening and progress-monitoring reading assessments for selection and use by school districts and public school academies in accordance with the following:

(i) Each approved assessment must provide a screening assessment and monitoring capabilities for monitoring progress toward a growth target.

(ii) In determining which assessments to approve for use by school districts and public school academies, the department shall also consider at least the following factors:

(A) The time required to conduct the assessments, with the intention of minimizing the impact on instructional time.

(B) The level of integration of assessment results with instructional support for teachers and pupils.

(C) The timeliness in reporting assessment results to teachers, administrators, and parents.

(D) The degree of compatibility with other approved statewide assessment measures, to minimize the impact on instructional time.

(b) Recommend or develop a literacy coach model with the following features:

(i) Except as otherwise provided in this section, district-identified literacy coaches shall support teachers to use what was taught during initial professional development in all of the following:

(A) Providing instruction meeting the criteria listed in subsection (10)(a)(iv) as needed, based on an analysis of pupil performance data.

(B) Administering, scoring, and interpreting assessments under

1 this section with fidelity.

2 (C) Providing differentiated instruction and intensive  
3 intervention, including, but not limited to, methods to intensify  
4 instructional interventions for decoding and word recognition.

5 (D) Using data diagnostically to adjust intervention  
6 instruction and to understand reasons why a pupil may not be  
7 responding to intervention instruction as expected.

8 (E) Using progress monitoring.

9 (F) Identifying and addressing reading deficiency.

10 (G) Using evidence-based instructional methods and the  
11 features of evidence-based interventions for pupils who experience  
12 difficulties with decoding and word recognition.

13 (H) The professional learning requirements under subsection  
14 (7), as appropriate.

15 (I) The appropriate use of statewide professional learning  
16 tools and evidence-based practices that meet the research  
17 requirements consistent with the science of reading.

18 (ii) Except as otherwise provided in this section, district-  
19 identified literacy coaches shall also do all of the following:

20 (A) Model evidence-based instructional strategies for  
21 teachers.

22 (B) Facilitate study groups.

23 (C) Advise in developing schoolwide and classroom  
24 infrastructure to meet the collective and individual needs of  
25 pupils using a multi-tiered system of support (MTSS).

26 (D) Train teachers and school staff in data analysis and using  
27 data to differentiate instruction.

28 (E) Coach and mentor colleagues.

29 (F) Work with teachers to ensure that evidence-based reading

1 curriculum resources such as comprehensive core reading curriculum  
2 resources and reading intervention programs are implemented with  
3 fidelity.

4 (G) Train teachers and school staff to identify and address  
5 reading deficiency.

6 (H) Work with teachers in applying evidence-based reading  
7 strategies in other content areas, including, but not limited to,  
8 prioritizing time spent on those teachers, activities, and roles  
9 that will have the greatest impact on pupil achievement and  
10 prioritizing coaching and mentoring in classrooms.

11 (I) Help to increase instructional density to meet the needs  
12 of all pupils.

13 (J) Help lead and support reading leadership teams at the  
14 school.

15 (K) Continue to increase the district-identified literacy  
16 coach's knowledge base in best practices in reading instruction and  
17 intervention that are supported by the research requirements  
18 consistent with the science of reading.

19 (L) For each teacher who teaches in a classroom for grades K  
20 to 3 and for each teacher whose classroom includes a pupil with an  
21 individual reading improvement plan, model for the teacher, and  
22 coach the teacher in, instruction with pupils in whole and small  
23 groups.

24 (iii) In the context of performing the functions described in  
25 subparagraph (ii), a district-identified literacy coach must not be  
26 asked to perform administrative functions that will confuse the  
27 district-identified literacy coach's role for a teacher's role.

28 (iv) District-identified literacy coaches must meet all of the  
29 following:

1 (A) Have experience as a successful classroom teacher.

2 (B) Have sufficient knowledge of scientifically based reading  
3 research, special expertise in quality reading instruction and  
4 infusing reading strategies into content area instruction, and data  
5 management skills.

6 (C) Have a strong knowledge base in working with adults.

7 (D) Have a minimum of a bachelor's degree and advanced  
8 coursework in reading or have completed professional development in  
9 evidence-based literacy instructional strategies.

10 (E) By the beginning of the 2027-2028 school year, meet the  
11 professional learning requirements under subsection (7).

12 (v) A district-identified literacy coach must not be assigned  
13 a regular classroom teaching assignment, but is expected to work  
14 frequently with pupils in whole and small group intervention  
15 instruction by modeling and coaching in or outside of teachers'  
16 classrooms.

17 (c) By the beginning of the 2027-2028 school year, provide  
18 technical assistance to school districts, intermediate school  
19 districts, public school academies, and the schools operated by the  
20 school districts, intermediate school districts, and public school  
21 academies to aid the school districts, intermediate school  
22 districts, public school academies, and the schools operated by the  
23 school districts, intermediate school districts, and public school  
24 academies in reporting information contained in a pupil's  
25 individual reading improvement plan.

26 (2) Beginning not later than September 1, 2025, the department  
27 shall develop dyslexia expertise to provide technical assistance to  
28 school districts, intermediate school districts, and public school  
29 academies regarding dyslexia and underlying factors that place

pupils at risk for difficulties in learning to decode accurately and efficiently. The department shall offer expertise under this subsection by providing guidance on at least both of the following:

(a) Structured literacy.

(b) Professional learning about dyslexia to school districts, intermediate school districts, and public school academies.

(3) To support the implementation of the requirements under this section, the department, based on current research, shall regularly review and update the Michigan Dyslexia Handbook or a similar publicly available dyslexia resource guide that includes information regarding the education of pupils with dyslexia or characteristics of dyslexia, to be used by school districts, intermediate school districts, and public school academies. Reviews and updates under this subsection must be conducted at an interval not to exceed 5 years.

(4) By not later than January 1, 2026, the department shall provide a list of approved valid and reliable screening and progress monitoring reading assessments for selection and use by school districts and public school academies under subsection (1) and, in addition to meeting applicable requirements under subsection (1), identify, within each approved assessment for selection and use by school districts and public school academies under subsection (1), a list of the elements of a reliable and valid universal screening assessment for the purpose of identifying pupils with characteristics of dyslexia or difficulties in learning to decode accurately and efficiently that are or are not included in the approved assessment. Beginning not later than September 1, 2026, the department shall develop dyslexia expertise to provide technical assistance to school districts, intermediate school

1 districts, and public school academies regarding the appropriate  
2 selection and use at each grade level of reliable and valid  
3 universal screening assessments for the identification of pupils  
4 who exhibit characteristics of dyslexia and pupils who display  
5 difficulties in learning to decode accurately and efficiently,  
6 including those described in subsection (1), to minimize the impact  
7 on instructional time.

8 (5) By not later than January 1, 2026, the department shall  
9 publish a list of evidence-based tier 1, class-wide elementary  
10 reading curricula and materials that are aligned with science of  
11 reading methods that research has shown to improve literacy  
12 outcomes and help pupils achieve reading proficiency. The  
13 department shall develop dyslexia expertise to provide technical  
14 assistance to school districts, intermediate school districts, and  
15 public school academies regarding evidence-based instructional  
16 methods and the features of evidence-based interventions for pupils  
17 exhibiting the characteristics of dyslexia or pupils who have  
18 difficulties in learning to decode accurately and efficiently that  
19 include instructional methods and curriculum resources that use a  
20 code emphasis approach to address the decoding and word-recognition  
21 components of reading and that are supported by the science of  
22 reading. Except as otherwise provided in this section, the  
23 instructional methods and curriculum resources described in this  
24 subsection must not include instructional methods or curriculum  
25 resources that minimize the importance of primarily using letter-  
26 sound information to decode or recognize unknown words, including,  
27 but not limited to, any of the uses of letter-sound information  
28 described in subsection (23) (c) (iii) (A) to (E), unless such  
29 instructional methods and curriculum resources are being used to

1 confirm the meaning of unknown words after decoding has been  
2 attempted.

3 (6) By not later than August 1, 2027, each school district,  
4 intermediate school district, and public school academy shall  
5 update its selection of a valid and reliable screening and  
6 progress-monitoring reading assessment under subsection (9) to  
7 ensure that the selected system includes a reliable and valid  
8 universal screening assessment in accordance with subsection (4)  
9 and the guidance provided by the department under subsection (4),  
10 if it does not do so already. In complying with this subsection, a  
11 school district, intermediate school district, or public school  
12 academy shall minimize the impact on instructional time by  
13 selecting approved assessments that include elements fulfilling  
14 multiple assessment requirements as described in subsection (18),  
15 or, when appropriate, by adding approved assessment measures or  
16 combining compatible approved assessments that, when utilized  
17 together, include all of the elements of a reliable and valid  
18 universal screening assessment.

19 (7) By not later than the beginning of the 2027-2028 school  
20 year, each school district, intermediate school district, and  
21 public school academy shall provide assurance to the department  
22 that all literacy consultants, literacy coaches, and other  
23 personnel providing reading intervention or reading instruction to  
24 grades K to 12 pupils in the school district, intermediate school  
25 district, or public school academy received professional learning,  
26 as determined by the department, regarding all of the following:

27 (a) The characteristics of dyslexia and underlying factors  
28 that place pupils at risk for difficulties in learning to decode  
29 accurately and efficiently.



1 (b) Secondary consequences of dyslexia, such as problems in  
2 reading comprehension and a reduced reading experience that can  
3 impede the growth of vocabulary and background knowledge and lead  
4 to social, emotional, and behavioral difficulties.

5 (c) Instructional adjustments for pupils with dyslexia and  
6 instructional adjustments to address the underlying factors that  
7 place pupils at risk for difficulties in learning to decode  
8 accurately and efficiently.

9 (d) Methods to develop schoolwide and classroom infrastructure  
10 to meet the collective and individual needs of pupils using a  
11 multi-tiered system of support (MTSS).

12 (e) Evidence-based instructional methods and features of  
13 evidence-based interventions that are grounded in the science of  
14 reading and principles of structured literacy that are designed for  
15 pupils with characteristics of dyslexia and pupils at risk for  
16 difficulties in learning to decode accurately and efficiently.

17 (f) Evidence-based instructional methods and features of  
18 evidence-based interventions that are grounded in the science of  
19 reading and principles of structured literacy that are designed to  
20 effectively meet the needs of most pupils.

21 (8) The completion of a program of study approved under  
22 section 1531e fulfills the requirements of subsection (7).

23 (9) Subject to subsection (28), a school district or public  
24 school academy shall do all of the following to ensure that more  
25 pupils will achieve a score of at least proficient in English  
26 language arts on the grade 3 state assessment:

27 (a) Select 1 valid and reliable screening and 1 progress-  
28 monitoring reading assessment from the assessments approved by the  
29 department under subsection (1)(a). A school district or public

1 school academy shall use these assessments for pupils in grades K  
2 to 3 to screen and identify difficulties, inform instruction and  
3 intervention needs, ~~and~~ assess progress toward a growth target, **and**  
4 **determine whether a pupil may be advanced to grade 4.** A school  
5 district or public school academy periodically shall assess a  
6 pupil's progress in reading skills at least 3 times per school year  
7 in grades K to 3. The first of these assessments for a school year  
8 in kindergarten must be conducted within the first 90 school days  
9 of the school year. The first of these assessments for a school  
10 year in grades 1 to 3 must be conducted within the first 30 school  
11 days of the school year. Beginning in the 2027-2028 school year,  
12 screening of pupils in grades K to 3 under this subdivision must  
13 meet the requirements in subsections (15), (16), (17), (19), and  
14 (20).

15 (b) For any pupil in grades K to 3 who exhibits reading  
16 deficiency at any time based on the reading assessment selected and  
17 used under subdivision (a) and for pupils required to have a  
18 reading intervention plan under this section, provide an individual  
19 reading improvement plan for the pupil within 30 days after the  
20 identification of the reading deficiency. The individual reading  
21 improvement plan must be created by the pupil's teacher, school  
22 principal, and parent or legal guardian and other pertinent school  
23 personnel, and must describe the reading intervention services the  
24 pupil will receive to remedy the reading deficiency. A school  
25 district or public school academy shall provide reading  
26 intervention for the pupil in accordance with the individual  
27 reading improvement plan until the pupil no longer has a reading  
28 deficiency.

29 (c) If a pupil in grades K to 3 is identified as having an

1 early literacy delay or reading deficiency, provide written notice  
2 to the pupil's parent or legal guardian of the delay or reading  
3 deficiency in writing and provide tools to assist the parent or  
4 legal guardian to engage in intervention and to address or correct  
5 any reading deficiency at home.

6 (d) Require a school principal or chief administrator to do  
7 all of the following:

8 (i) For a teacher in grades K to 3, target specific areas of  
9 professional development based on the reading development needs  
10 data for incoming pupils.

11 (ii) Differentiate and intensify professional development for  
12 teachers based on data gathered by monitoring teacher progress in  
13 improving pupil proficiency rates among their pupils.

14 (iii) Establish a collaborative system within the school to  
15 improve reading proficiency rates in grades K to 3.

16 (iv) Ensure that time is provided for teachers to meet for  
17 professional development.

18 (e) Utilize early literacy coaches provided through the  
19 intermediate school district in which the school district or public  
20 school academy is located, as provided for under section 35a(4) of  
21 the state school aid act of 1979, MCL 388.1635a. However, a public  
22 school academy may use a literacy coach provided by the public  
23 school academy, at the expense of the public school academy, rather  
24 than using a literacy coach provided through an intermediate school  
25 district if the literacy coach and the usage of the literacy coach  
26 otherwise meet the requirements of this section.

27 (10) Subject to subsection (28), a school district or public  
28 school academy shall provide reading intervention for pupils in  
29 grades K to 3, pupils in any grade required to have a reading

1 improvement plan under subsection (23), and pupils required to have  
2 a reading intervention plan under subsection (24), including at  
3 least all of the following, as applicable:

4 (a) For pupils who exhibit a reading deficiency, a reading  
5 intervention using intervention curriculum resources and evidence-  
6 based practices aligned to the research requirements consistent  
7 with the science of reading intended to ensure that pupils are  
8 proficient readers by the end of grade 3 and that includes some or  
9 all of the following features:

10 (i) Is provided to each pupil who is identified with a reading  
11 deficiency based on screening and other assessments that are used  
12 to identify the source of the reading difficulty, and identifies  
13 and addresses the pupil's reading deficiency.

14 (ii) Periodically screens each pupil's reading skills at least  
15 3 times per year and monitors the progress of each pupil's reading  
16 skills as recommended by the progress-monitoring assessment  
17 guidelines provided under subsection (4).

18 (iii) Provides evidence-based tier 1, class-wide reading  
19 instruction that is comprehensive and meets the majority of the  
20 general education classroom needs.

21 (iv) Provides reading intervention that meets, at a minimum,  
22 the following specifications:

23 (A) Assists pupils exhibiting a reading deficiency in  
24 developing the ability to read at grade level.

25 (B) Provides intensive development in evidence-based reading  
26 instructional practices, including, but not limited to, phonemic  
27 awareness, phonics, fluency, vocabulary, comprehension, and other  
28 skills or processes consistent with structured literacy.

29 (C) Provides extensive explicit instruction consistent with

1 structured literacy in decoding, word recognition, spelling,  
2 writing, and language comprehension skills, including vocabulary,  
3 morphology, and syntax, and processes for skillful reading.

4 (D) Is systematic and explicit.

5 (E) Is implemented during regular school hours in addition to  
6 regular classroom reading instruction.

7 (v) Provides parents, legal guardians, or other providers of  
8 care for the pupil with a read-at-home plan, including parent,  
9 guardian, or care provider training workshops and regular home  
10 reading.

11 (vi) Documents efforts by the pupil's school to engage the  
12 pupil's parent or legal guardian and whether those efforts were  
13 successful.

14 (vii) Documents any dissenting opinions expressed by school  
15 personnel or a parent or legal guardian concerning the individual  
16 reading improvement plan provided for the pupil under subsection  
17 (9) (b) .

18 (b) For grade 3 pupils exhibiting a reading deficiency as  
19 determined by the pupil's teacher through the screening assessment  
20 and other assessments selected by the school district or public  
21 school academy under subsection (9) (a) and for pupils in grades K  
22 to 12 who are receiving increasingly intensive tier 2 and tier 3  
23 support as described in subsection (23) (g), a reading intervention  
24 program intended to correct the identified area or areas of reading  
25 deficiency and that includes all of the following features as  
26 needed by the individual pupil:

27 (i) Is evidence-based, is consistent with structured literacy,  
28 and has proven results in accelerating pupil reading achievement  
29 within the same school year.

1           (ii) Provides more dedicated time than the pupil's previous  
2 school year in evidence-based reading instruction and intervention.

3           (iii) Provides daily targeted small group or 1-to-1 reading  
4 intervention based on pupil needs as determined by assessment data,  
5 including explicit and systematic instruction with more detailed  
6 and varied explanations, modeling and examples, and more extensive  
7 opportunities for guided practice incorporating error correction  
8 and feedback for pupils to develop mastery.

9           (iv) Provides administration of ongoing progress monitoring  
10 assessments to frequently monitor pupil progress.

11           (v) Provides a written description of the pupil's individual  
12 reading intervention program in the pupil's individual reading  
13 improvement plan, including at least all of the following:

14           (A) Quarterly and annual learning goals that describe how and  
15 when the pupil is expected to progress from the pupil's current  
16 reading proficiency level to grade level proficiency.

17           (B) The name, if any, type, content, frequency, and duration  
18 of evidence-based interventions, curriculum resources, and  
19 assessments that will be utilized, and the extent to which these  
20 conform to best practices identified by the department for  
21 addressing the pupil's specific identified reading difficulties.

22           (C) A summary of why the intervention resources and evidence-  
23 based practices selected for the pupil's individual reading  
24 intervention are best suited to address the pupil's particular  
25 needs.

26           (D) A description of the assessment data and the pupil's  
27 assessment scores that will be used to monitor the pupil's progress  
28 under subparagraph (iv) and adaptations to the intervention  
29 instruction that will be provided based on feedback from the

1 assessments.

2 (E) Information about adjustments that may be made to  
3 intensify the intervention instruction as needed.

4 (F) The pupil's unique identifier.

5 (G) A date by which the pupil's teacher, school principal,  
6 parent or legal guardian, and other appropriate school staff shall  
7 annually review and update the pupil's individual reading  
8 improvement plan, including reviewing if the learning goals have  
9 been met or when the learning goals will be met.

10 (vi) Is administered with fidelity.

11 (vii) Provides supplemental evidence-based reading intervention  
12 delivered by a teacher, tutor, or volunteer with specialized  
13 reading training that is provided before school, after school,  
14 during school hours but outside of regular English language arts  
15 classroom time, or any combination of these.

16 (viii) Provides parents, legal guardians, or other providers of  
17 care for a pupil with a read-at-home plan, including parent,  
18 guardian, or care provider training workshops and regular home  
19 reading.

20 (ix) Documents efforts by the pupil's school to engage the  
21 pupil's parent or legal guardian and whether those efforts were  
22 successful.

23 (x) Documents any dissenting opinions expressed by school  
24 personnel or a parent or legal guardian concerning the individual  
25 reading improvement plan provided for the pupil under subsection  
26 (9) (b) .

27 (c) Subject to subsection (29), for pupils who are English  
28 language learners and who have been identified as demonstrating  
29 characteristics of dyslexia or difficulty decoding by an

appropriate screening assessment administered under subsection (20) or (21) that is consistent with department guidance provided under subsection (4) to distinguish characteristics of dyslexia from limited English proficiency, intervention services that include at least all of the following:

(i) Language support in word recognition and decoding.

(ii) Language comprehension skills to support expanding vocabulary and understanding text.

(iii) Intentional English language development that includes, but is not limited to, using only the words and text to teach decoding and word recognition.

(iv) Instruction meeting the criteria listed in subdivision (a) (iv) .

(11) For all pupils exhibiting a reading deficiency as determined by the pupil's teacher through the reading assessment selected by the school district or public school academy under subsection (9) (a), school districts and public school academies are encouraged to offer summer reading camps staffed with effective teachers of reading, as determined by the teacher evaluation system under section 1249, providing reading intervention services and supports to correct pupils' identified areas of reading deficiency.

(12) By July 31 of each year, the department shall notify the parent or legal guardian of a pupil completing grade 3 who scored not proficient in reading based on the state English language arts assessment of all of the following by certified mail and in a clear format:

(a) That the pupil has scored not proficient in reading based on the state English language arts assessment.

(b) That the school is required to provide the pupil with the



1 supports described in subsection (13).

2 (c) The supports and interventions required to be made  
3 available to the pupil under the laws of this state.

4 (d) That the parent or legal guardian has the right to request  
5 a meeting with school officials to discuss supports and  
6 interventions.

7 **(e) That, subject to subsections (33) and (34), the pupil is**  
8 **subject to being retained in grade 3.**

9 (13) Except as otherwise provided in this section, for a pupil  
10 who has a reading deficiency based on the screening assessment, the  
11 school district or public school academy shall provide a reading  
12 intervention that is intended to correct the pupil's specific  
13 reading deficiency, as identified by a valid and reliable  
14 assessment. The intervention must include evidence-based  
15 instructional strategies that are aligned to the research  
16 requirements consistent with the science of reading to assist the  
17 pupil in becoming a successful reader.

18 (14) A school district or public school academy shall provide  
19 a copy of each pupil's individual reading improvement plan to the  
20 school district's intermediate school district or the intermediate  
21 school district that has geographic boundaries that include the  
22 area in which the public school academy is located. A copy of a  
23 pupil's individual reading improvement plan provided under this  
24 subsection must not contain any identifying information regarding  
25 the pupil or a teacher that provides instruction to the pupil. The  
26 intermediate school district shall collate the information received  
27 under this subsection and provide it to the department each school  
28 year in a timeline and manner as determined by the department. The  
29 department shall not share a pupil's individual reading improvement

1 plan with an outside vendor.

2 (15) By not later than the beginning of the 2027-2028 school  
3 year, and each school year thereafter, subject to subsections (17)  
4 and (20), a school district, an intermediate school district, or a  
5 public school academy shall ensure that each pupil described in  
6 this subsection is screened for characteristics of dyslexia and  
7 difficulties in learning to decode accurately and efficiently using  
8 a reliable and valid universal screening assessment. All of the  
9 following pupils enrolled in the school district, intermediate  
10 school district, or public school academy must be screened as  
11 described under this subsection:

12 (a) Each pupil during kindergarten, grade 1, grade 2, and  
13 grade 3.

14 (b) Each pupil who is in kindergarten, grade 1, grade 2, or  
15 grade 3 who transferred to the school district, intermediate school  
16 district, or public school academy from another school district,  
17 intermediate school district, or public school academy in this  
18 state and who has not been screened for characteristics of dyslexia  
19 and difficulties in learning to decode accurately and efficiently  
20 using a reliable and valid universal screening assessment.

21 (c) Each pupil who is in kindergarten, grade 1, grade 2, or  
22 grade 3 who has transferred to the school district, intermediate  
23 school district, or public school academy from a school that is not  
24 located in this state, unless the pupil presents written  
25 documentation to the school district, intermediate school district,  
26 or public school academy showing that the pupil was subject to a  
27 reliable and valid universal screening assessment.

28 (d) Each pupil who is in any of grades 4 to 12 who, as  
29 determined by that pupil's teacher, educational-support staff, or

1 the pupil's parent or legal guardian, demonstrates any of the  
2 following:

3 (i) Escape or avoidance behaviors when asked to engage in  
4 reading or writing activities.

5 (ii) Effortful or laborious reading.

6 (iii) Reading-comprehension difficulties caused by inaccurate or  
7 inefficient word reading.

8 (iv) Significant spelling or encoding difficulties not caused  
9 by fine-motor or visual-motor difficulties.

10 (v) Low performance on school-district-, intermediate-school-  
11 district-, or public-school-academy-approved English language arts  
12 standards.

13 (vi) Low performance on school-district-, intermediate-school-  
14 district-, or public-school-academy-approved standardized  
15 assessments.

16 (vii) Reading deficiency.

17 (16) A school district, intermediate school district, or  
18 public school academy shall screen pupils under subsection (15)  
19 with fidelity.

20 (17) Pupils required to be screened under subsection (15)(a)  
21 must be screened, as described in subsection (15), no fewer than 3  
22 times during a school year. Pupils required to be screened under  
23 subsection (15)(b) or (c) must be screened within 90 days of  
24 enrollment and thereafter on the same screening schedule as other  
25 pupils in the same grade level.

26 (18) If the department determines that a benchmark assessment  
27 or a valid and reliable screening and progress-monitoring reading  
28 assessment suite selected by a school district or public school  
29 academy under subsection (9) includes a reliable and valid

1 universal screening assessment, that assessment or assessment  
2 system selected under subsection (9) may be utilized to meet the  
3 requirement under subsection (15).

4 (19) Beginning with the 2027-2028 school year, for a pupil  
5 described in subsection (15)(d), the school district, intermediate  
6 school district, or public school academy in which the pupil is  
7 enrolled shall ensure that additional assessment data is gathered,  
8 including the pupil's historical results on reliable and valid  
9 universal screening assessments as available, and shall review this  
10 data with the pupil's teacher and school staff to inform the  
11 frequency of screening assessments that should be administered to  
12 the pupil to avoid unnecessary assessment while effectively  
13 assessing whether the pupil demonstrates characteristics of  
14 dyslexia, difficulties in learning to decode, or difficulties with  
15 word reading that may require an intervention placement for the  
16 pupil based on the guidance provided by the department under  
17 subsection (5).

18 (20) Beginning in the 2027-2028 school year, except as  
19 otherwise provided in this subsection, a pupil who is an English  
20 language learner and who has been assessed at an entering level or  
21 beginning level of English language proficiency on a state-required  
22 language proficiency assessment, or at a comparable level in  
23 accordance with department guidance under subsection (2), is not  
24 required to be screened for characteristics of dyslexia and  
25 difficulties in learning to decode under subsection (15). However,  
26 the pupil is required to be screened for characteristics of  
27 dyslexia and difficulties in learning to decode under subsection  
28 (15) if, in accordance with the department guidance under  
29 subsection (4), school staff determine that the pupil appears to

1 demonstrate characteristics of dyslexia that are not due to  
2 language transference or limited English proficiency.

3 (21) Beginning in the 2027-2028 school year, a pupil who is an  
4 English language learner and who has been assessed at a developing  
5 level or higher on a state-required language proficiency  
6 assessment, or at a comparable level in accordance with department  
7 guidance under subsection (4), must be screened for characteristics  
8 of dyslexia and difficulty decoding as appropriate for the pupil's  
9 grade level under subsection (15), and, as appropriate and  
10 consistent with department guidance, the pupil's screening must  
11 include spelling skills, phonemic awareness in the pupil's native  
12 language, and oral reading fluency in the pupil's native language.

13 (22) Beginning with the 2027-2028 school year, school  
14 districts, intermediate school districts, and public school  
15 academies shall ensure that reading instruction and curriculum  
16 materials are evidence-based, with a focus on pupils' mastery of  
17 the foundational reading skills of phonemic awareness, phonics,  
18 fluency, and the development of other reading skills, including,  
19 but not limited to, development of oral language, vocabulary, and  
20 reading comprehension. Pupils must be provided instruction aligned  
21 with science of reading methods that research shows improve  
22 literacy outcomes and help pupils achieve reading proficiency.

23 (23) Beginning with the 2027-2028 school year, if a reliable  
24 and valid universal screening assessment indicates that a pupil is  
25 exhibiting characteristics of dyslexia or indicates that the pupil  
26 is experiencing difficulty in learning to decode accurately and  
27 efficiently, the school district, intermediate school district, or  
28 public school academy in which the pupil is enrolled shall ensure  
29 that a multi-tiered system of support (MTSS) is provided to the

pupil, including, but not limited to, decoding and word recognition instruction in the tiered delivery system. Beginning with the 2027-2028 school year, if a reliable and valid universal screening assessment indicates that a pupil is exhibiting characteristics of dyslexia or indicates that the pupil is experiencing difficulty in learning to decode accurately and efficiently, a reading intervention program provided under this section must be part of a multi-tiered system of support (MTSS). The multi-tiered system of support (MTSS) described in this subsection must meet all of the following:

(a) Be a comprehensive framework composed of a collection of evidence-based strategies designed to meet the individual needs and assets of the whole pupil at all achievement levels.

(b) Include 3 distinct tiers of instructional support.

(c) Tier 1 support of the 3 distinct tiers of instructional support described in subdivision (b) must, at a minimum, meet all of the following:

(i) Encompass a combination of evidence-based strategies that are available to all learners.

(ii) Effectively meet the needs of most pupils.

(iii) For the instructional methods and curriculum resources under this tier used to address the decoding and word-recognition components of reading, use a code emphasis instructional approach and be supported by the science of reading. Except as otherwise provided in this section, the instructional methods and curriculum resources described in this subparagraph must not include instructional methods or curriculum resources that minimize the importance of primarily using letter-sound information to decode or recognize unknown words, including, but not limited to, any of the

1 following, unless such instructional methods and curriculum  
2 resources are being used to confirm the meaning of unknown words  
3 after decoding has been attempted:

4 (A) Prompting pupils to guess unknown words using pictures and  
5 illustrations.

6 (B) Skipping over an unknown word or words to use the meaning  
7 of the passage to recognize the unknown word or words.

8 (C) Identifying only the first sound of an unknown word and  
9 then being prompted to guess the word using the word's initial  
10 sound and the meaning of the text surrounding the word.

11 (D) Memorizing a word in its written form.

12 (E) Using predictable text and leveled text to provide initial  
13 word recognition instruction and practice in reading new learned  
14 letter-sound correspondences.

15 (d) Tier 2 support of the 3 distinct tiers of instructional  
16 support described in subdivision (b) must be provided to small  
17 groups of pupils to whom at least 1 of the following applies:

18 (i) Screening-assessment data indicate a need for intervention  
19 to address difficulties in learning to decode and recognizing words  
20 accurately and efficiently.

21 (ii) Tier 1 instructional data indicate a need for intervention  
22 to address difficulties in learning to decode and recognizing  
23 words.

24 (e) Provide that tier 2 support, as described in subdivision  
25 (d), must include instructional methods and curriculum resources  
26 that use a code emphasis approach to address the decoding and word-  
27 recognition components of reading and that are supported by the  
28 science of reading. The instructional methods and curriculum  
29 resources described in this subdivision must include, but are not

1 limited to, specialized instructional procedures, duration, and  
2 frequency. However, these instructional methods and curriculum  
3 resources must not include instructional methods or curriculum  
4 resources that minimize the importance of primarily using letter-  
5 sound information to decode or recognize unknown words, including,  
6 but not limited to, any of the uses of letter-sound information  
7 described in subdivision (c) (iii) (A) to (E), unless such  
8 instructional methods and curriculum resources are being used to  
9 confirm the meaning of unknown words after decoding has been  
10 attempted.

11 (f) Provide that pupils receiving intervention consisting of  
12 tier 2 support, as described in subdivision (d), must have their  
13 progress monitored by the individuals providing the intervention  
14 instruction using appropriate assessments to determine the pupils'  
15 response to intervention instruction.

16 (g) Provide that, if pupils who are receiving intervention at  
17 the tier 2 level of support as described in this subsection are not  
18 making measurable progress in response to reading intervention at a  
19 rate that will result in meaningful improvements in performance,  
20 intensive tier 3 support must be provided to the pupil using  
21 evidence-based instructional adaptations that must be documented in  
22 the pupil's individual reading improvement plan. If the pupil is  
23 determined to have a specific learning disability in reading, these  
24 interventions may be provided through the student's individualized  
25 education plan.

26 (h) Provide that a pupil described in subdivision (g) has a  
27 current individual reading intervention plan meeting the  
28 requirements of subsection (10) (b).

29 (i) Provide that, for the purposes of subdivision (g), an



1 intervention response team at the school district, intermediate  
2 school district, or public school academy in which a pupil  
3 described in subdivision (g) is enrolled shall refine the pupil's  
4 individual reading improvement plan with the teacher providing the  
5 intervention instruction to the pupil under subdivision (g) to  
6 meaningfully accelerate reading outcomes.

7 (j) Provide that, if a pupil's response to the intervention  
8 instruction described in subdivisions (a) to (g) or subsection (10)  
9 is insufficient and there is reason to suspect the pupil has a  
10 disability, subject to state and federal laws concerning special  
11 education, the school district, intermediate school district, or  
12 public school academy must consider the need for a full and  
13 comprehensive evaluation to determine eligibility for special  
14 education services.

15 (24) Beginning with the 2027-2028 school year, if a reliable  
16 and valid universal screening assessment indicates the need for  
17 intervention, to the extent that the school district, intermediate  
18 school district, or public school academy is not already providing  
19 the pupil with the evidence-based intervention services described  
20 in subsections (10) and (23), the school district, intermediate  
21 school district, or public school academy in which the pupil is  
22 enrolled shall provide the pupil with evidence-based intervention  
23 services that are grounded in the science of reading and the  
24 principles of structured literacy approaches or programs.

25 (25) A school district, an intermediate school district, or a  
26 public school academy shall ensure that the necessary  
27 accommodations or equipment are provided to pupils as required  
28 under section 504 of title V of the rehabilitation act of 1973, 29  
29 USC 794, and title II of the Americans with disabilities act of

1 1990, 42 USC 12131 to 12165.

2 (26) If the parent or legal guardian of a pupil has an  
3 independent, comprehensive evaluation conducted for dyslexia or  
4 other learning disabilities, the school district, intermediate  
5 school district, or public school academy in which the pupil is  
6 enrolled shall ensure that any applicable requirements under the  
7 individuals with disabilities education act, Public Law 108-446,  
8 are fulfilled.

9 (27) If a school district or public school academy cannot  
10 furnish the number of teachers needed to satisfy 1 or more of the  
11 criteria set forth in this section for a school year, then by the  
12 August 15 before the beginning of that school year the school  
13 district or public school academy shall develop a staffing plan for  
14 providing services under this section. The school district or  
15 public school academy shall post the staffing plan on its website  
16 for the applicable school year. The staffing plan must include at  
17 least all of the following:

18 (a) A description of the criteria that will be used to assign  
19 a pupil who has been identified as not proficient in English  
20 language arts to a teacher.

21 (b) The credentials or training held by teachers currently  
22 teaching at the school.

23 (c) How the school district or public school academy will meet  
24 the requirements under this section.

25 (28) This section does not require or state an intention to  
26 require a school district or public school academy to supplant  
27 state funds with federal funds for implementing or supporting the  
28 activities under this section and does not prohibit a school  
29 district or public school academy from continuing to use federal

1 funds for any of the purposes or activities described in this  
2 section.

3 (29) For pupils identified as English language learners by the  
4 pupil's teacher or other school staff or by a state-required  
5 language proficiency assessment, if available staff resources  
6 allow, a school district or public school academy is encouraged to  
7 provide the following intervention services in addition to those  
8 required under subsection (10)(c):

9 (a) Instruction in the pupil's native language, with  
10 withdrawal of that instruction as appropriate as the pupil improves  
11 the pupil's English language skills. A school district or public  
12 school academy is encouraged to provide this support for at least  
13 pupils whose native language is Spanish, Chinese, Hindi, Korean, or  
14 Arabic.

15 (b) Opportunities for speech production.

16 (c) Common English language development strategies such as  
17 modeling, guided practice, and comprehensive input.

18 (d) Feedback for the pupil, including explanations in the  
19 pupil's native language.

20 (30) An individual who is not a district-identified literacy  
21 coach may be utilized to meet the requirements under subsection  
22 (1)(b)(i) and (ii) if that individual meets the requirements that a  
23 district-identified literacy coach must meet under subsection  
24 (1)(b)(iv).

25 (31) The instructional methods and curriculum resources  
26 described in subsection (23)(c)(iii)(A) to (E) may be used, as  
27 appropriate, for purposes other than addressing decoding and word-  
28 recognition components of reading and for any purpose to comply  
29 with section 504 of title V of the rehabilitation act of 1973, 29

1 USC 794, or title II of the Americans with disabilities act of  
2 1990, 42 USC 12131 to 12165.

3 (32) Beginning with pupils enrolled in grade 3 during the  
4 2027-2028 school year, all of the following apply:

5 (a) Subject to subsections (33) and (34), the superintendent  
6 of the school district or chief administrator of the public school  
7 academy in which a pupil is enrolled shall ensure that a pupil  
8 whose parent or legal guardian has been provided with the  
9 notification described in subsection (12) is not enrolled in grade  
10 4 until 1 of the following occurs:

11 (i) The pupil is determined to be proficient based on the  
12 English language arts assessment provided to the pupil.

13 (ii) The pupil demonstrates a proficient reading level through  
14 performance on an alternative standardized reading assessment  
15 approved by the superintendent of public instruction.

16 (iii) The pupil demonstrates a proficient reading level through  
17 a pupil portfolio consisting of multiple work samples.

18 (b) If the superintendent of a school district or chief  
19 administrator of a public school academy determines that a pupil  
20 shall not advance to grade 4 due to the operation of this  
21 subsection, the superintendent or chief administrator, in addition  
22 to the notice provided under subsection (12), shall provide the  
23 parent or legal guardian of that pupil with a notice clearly  
24 stating all of the following:

25 (i) That, based on the English language arts assessment  
26 provided to the pupil, this state has determined that the pupil may  
27 be required to be retained in grade 3, with a reference to this  
28 section.

29 (ii) That the pupil may still be allowed to enroll in grade 4

1 if the pupil demonstrates a proficient reading level through  
2 performance on an alternative standardized reading assessment or  
3 through a pupil portfolio.

4 (iii) That the parent or legal guardian has the right to request  
5 a good cause exemption under subsection (34) that, if granted, will  
6 allow the pupil to enroll in grade 4 in the next school year.

7 (iv) That the parent or legal guardian shall request a good  
8 cause exemption not later than 30 days after receiving the notice  
9 described in this subdivision, and shall direct the request to the  
10 school district or public school academy in which the parent or  
11 legal guardian intends to enroll the pupil for grade 4.

12 (v) That the parent or legal guardian may request a meeting  
13 with school officials to discuss the retention requirement under  
14 this subsection, and the standards and processes for a good cause  
15 exemption from that requirement. If a parent or legal guardian  
16 requests a meeting described in this subparagraph, the school  
17 official to whom the request is made shall ensure that an  
18 appropriate school official is made available to the parent or  
19 legal guardian for such a meeting.

20 (33) Subsection (32) does not apply and the pupil may be  
21 enrolled in grade 4 if the pupil demonstrates both of the  
22 following:

23 (a) That the pupil is proficient in all subject areas other  
24 than English language arts, as evidenced by the pupil's scores on  
25 applicable assessments.

26 (b) That the pupil is proficient in science and social  
27 studies, as shown through a pupil portfolio and as determined by  
28 the teacher who provided grade 3 instruction to the pupil in  
29 science or social studies, as applicable.

1           (34) If the superintendent of the pupil's school district or  
2 chief administrator of the pupil's public school academy grants a  
3 good cause exemption from the requirements of subsection (32), then  
4 a pupil may be advanced to grade 4 without meeting the requirements  
5 of subsection (32). A good cause exemption may be granted only  
6 according to the procedures under subsection (35), and only for 1  
7 of the following reasons:

8           (a) The pupil is a student with an individualized education  
9 program or with a section 504 plan and the pupil's individualized  
10 education program team or section 504 coordinator, as applicable,  
11 makes the decision to exempt the pupil from the requirements of  
12 subsection (32) based upon the team's or coordinator's knowledge of  
13 the pupil.

14           (b) The pupil is a limited English proficient student who has  
15 had less than 3 years of instruction in an English language learner  
16 program.

17           (c) The pupil has been continuously enrolled in the pupil's  
18 current school district or public school academy for less than 2  
19 years, and there is evidence that the pupil was not provided with  
20 an appropriate individual reading improvement plan under this  
21 section by the school district or public school academy in which  
22 the pupil was previously enrolled.

23           (d) The pupil has received intensive reading intervention for  
24 2 or more years but still demonstrates a reading deficiency and was  
25 previously retained in kindergarten, grade 1, grade 2, or grade 3.

26           (e) The pupil's parent or legal guardian has requested a good  
27 cause exemption within the time period described in subsection  
28 (32)(b) and the superintendent or chief administrator determines  
29 that the good cause exemption is in the best interests of the

1 pupil.

2 (35) All of the following apply to a good cause exemption  
3 issued to a pupil by the superintendent of a school district or  
4 chief administrator of a public school academy under subsection  
5 (34):

6 (a) Before issuing the good cause exemption, the pupil's grade  
7 3 teacher shall submit to the superintendent or chief administrator  
8 a recommendation for a good cause exemption along with  
9 documentation that indicates that a good cause exemption under  
10 subsection (34) (a) to (d) applies to the pupil.

11 (b) For a pupil enrolled in a school operated by a school  
12 district, the superintendent of that school district or the  
13 superintendent's designee shall review and discuss the  
14 recommendation described in subdivision (a) with the pupil's grade  
15 3 teacher. After this discussion, the superintendent shall make a  
16 determination in writing regarding whether to grant the good cause  
17 exemption for the pupil. The superintendent's determination under  
18 this subdivision is final.

19 (c) For a pupil enrolled in a public school academy, the chief  
20 administrator of that public school academy or the chief  
21 administrator's designee shall review and discuss the  
22 recommendation described in subdivision (a) with the pupil's grade  
23 3 teacher. After this discussion, the chief administrator shall  
24 make a determination in writing of whether to grant the good cause  
25 exemption for the pupil. The chief administrator's determination  
26 under this subdivision is final.

27 (d) The superintendent of the pupil's school district or chief  
28 administrator of the pupil's public school academy shall notify the  
29 pupil's parent or legal guardian of the determination made under

1 this subsection. The notification described in this subdivision  
 2 must be made and communicated to the pupil's parent or legal  
 3 guardian not less than 30 days before the first day of school for  
 4 that school year.

5 (36) Beginning in 2028, not later than September 1 of each  
 6 year, a school district or public school academy shall submit a  
 7 report to CEPI, in a form and manner determined by CEPI, containing  
 8 at least all of the following information for the most recent  
 9 school year:

10 (a) The number of pupils retained in grade 3 due to the  
 11 operation of this section.

12 (b) The number of pupils promoted to grade 4 due to a good  
 13 cause exemption under subsection (34), disaggregated by each of the  
 14 specific exemptions listed in that subsection.

15 (37) ~~(32)~~As used in this section:

16 (a) "Benchmark assessment" means an assessment administered  
 17 periodically throughout a school year and used for 1 or more of the  
 18 following purposes:

19 (i) To predict and identify learner readiness for success on a  
 20 later summative assessment.

21 (ii) To evaluate ongoing education programs and interventions.

22 (iii) To provide teachers with individual learners' performance  
 23 data to inform instruction.

24 (b) "CEPI" means the center for educational performance and  
 25 information created under section 94a of the state school aid act  
 26 of 1979, MCL 388.1694a.

27 (c) "Cloze reading procedure" means an objective reading  
 28 assessment that deletes words in a designed reading passage.

29 (d) "Code emphasis" means direct, explicit instruction on the



code system of written English at the sound, syllable, morpheme, and word level so pupils develop automaticity in accurate sound-symbol associations used for word recognition and for developing a robust sight-word vocabulary.

(e) "Cumulative" means the practice of basing new concepts on those previously learned and maximizing retention of concepts through regular, systematic review to gain automaticity and fluency.

(f) "Diagnostic instruction" means continuous assessment and individualization of instruction to meet each pupil's instructional needs.

(g) "Dyslexia" means both of the following:

(i) A specific learning disorder that is neurobiological in origin and characterized by difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities that typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.

(ii) A specific learning disorder that may include secondary consequences, such as problems in reading comprehension and a reduced reading experience that can impede the growth of vocabulary and lead to social, emotional, and behavioral difficulties.

(h) "Evidence-based" means an activity, program, process, service, strategy, or intervention that demonstrates statistically significant effects on improving pupil outcomes or other relevant outcomes and that meets at least both of the following:

(i) At least 1 of the following:

(A) Is based on strong evidence from at least 1 well-designed and well-implemented experimental study.

(B) Is based on moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study.

(C) Is based on promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

(D) Demonstrates a rationale based on high-quality research findings or positive evaluation that the activity, program, process, service, strategy, or intervention is likely to improve pupil outcomes or other relevant outcomes.

(ii) Includes ongoing efforts to examine the effects of the activity, program, process, service, strategy, or intervention.

(i) "Explicit" means direct and deliberate instruction through continuous pupil-teacher interaction that includes explanation, teacher modeling or example, and multiple opportunities to practice with feedback for students to develop mastery.

(j) "Fidelity" means the extent to which an assessment or intervention is implemented as it was designed.

**(k) "Individualized education program" means that term as described in R 340.1721e of the Michigan Administrative Code.**

(l) ~~(k)~~ "Intervention response team" means a group of individuals with expertise in assessments, literacy, working with English language learners, working with pupils with disabilities, and behavioral efforts who develop individualized plans to support pupils with significant and persistent needs. An intervention response team must include at least 1 certificated teacher who has English as a second language or bilingual education as an endorsement on the teacher's certificate.

(m) ~~(l)~~ "Leveled text" means text that has characteristics of predictable text and text focused on teaching high-frequency words

without regard to sound-symbol associations. Leveled texts are assigned a level based on a difficulty scale according to print features, content, themes, ideas, text structure, language, and literary elements. Leveled text does not provide pupils opportunities to apply newly learned phonological and orthographic knowledge.

**(n)** ~~(m)~~—"Multi-tiered system of support (MTSS)" means a comprehensive framework that includes 3 distinct tiers of instructional support and is composed of a collection of evidence-based strategies designed to meet the individual needs and assets of a whole pupil at all achievement levels.

**(o)** ~~(n)~~—"Phonemic awareness" means the conscious awareness of all of the following:

(i) Individual speech sounds, including, but not limited to, consonants and vowels, in spoken syllables.

(ii) The ability to consciously manipulate through, including, but not limited to, matching, blending, segmenting, deleting, or substituting, individual speech sounds described in subparagraph (i).

(iii) All levels of the speech sound system, including, but not limited to, word boundaries, rhyme recognition, stress patterns, syllables, onset-rime units, and phonemes.

**(p)** ~~(o)~~—"Predictable text" means text that replicates language patterns using rhythm and rhyme to teach pupils phrasing and cadence.

**(q)** ~~(p)~~—"Progress-monitoring assessment" means an assessment used after a pupil is identified and matched with intervention support to determine if the pupil continues to need intervention, if supports need to be modified or changed, or if supports can be

1 faded.

2       **(r)** ~~(q)~~ "Reading deficiency" means scoring below grade level  
3 or being determined to be at risk of not meeting grade-level  
4 reading expectations based on a screening assessment, standardized  
5 summative assessment, or progress monitoring.

6       **(s)** ~~(r)~~ "Reading leadership team" means a collaborative system  
7 led by a school building's principal or program director and  
8 consisting of a cross-section of faculty who are interested in  
9 working to improve literacy instruction across the curriculum.

10       **(t)** ~~(s)~~ "Reliable" means something that is based on the  
11 consistency of a set of scores that are designed to measure the  
12 same thing.

13       **(u)** ~~(t)~~ "Science of reading" means a cumulative and evolving  
14 body of evidence whose research studies follow a scientific process  
15 of inquiry and utilize scientific methods to help answer questions  
16 related to reading development and issues related to reading and  
17 writing derived from research from multiple fields of cognitive  
18 psychology, communication sciences, developmental psychology,  
19 education, special education, implementation science, linguistics,  
20 and neuroscience.

21       **(v)** ~~(u)~~ "Screening assessment" means an assessment designed to  
22 proactively identify pupils who may be at risk of developing  
23 academic, social, emotional, or behavioral challenges so that  
24 support can be provided and to provide data to inform systems-level  
25 decisions. All of the following apply to a screening assessment:

26       (i) A screening assessment must include, as appropriate for  
27 grade level or age as determined by the department, in alignment  
28 with the guidelines described in subsections (2) and (4), elements  
29 designed to identify difficulties in learning to decode and

1 recognize words, including at least all of the following:

- 2 (A) Phonemic awareness.
- 3 (B) Rapid automatized naming.
- 4 (C) Letter-sound correspondence.
- 5 (D) Single-word reading.
- 6 (E) Nonsense-word reading.
- 7 (F) Oral passage reading fluency.

8 (ii) A screening assessment may include, as appropriate for  
 9 grade level or age as determined by the department, in alignment  
 10 with the guidelines described in subsections (2) and (4), elements  
 11 designed to identify comprehension difficulties, including at least  
 12 all of the following:

- 13 (A) Retelling.
- 14 (B) Cloze reading procedure.
- 15 (C) Answering questions about a reading passage.

16 **(w) ~~(v)~~ "Section 504 plan" means a plan under section 504 of**  
 17 **title V of the rehabilitation act of 1973, 29 USC 794.**

18 **(x)** "Standardized assessment" means an assessment that is  
 19 administered and scored in a consistent or standard manner.

20 **(y) ~~(w)~~** "Structured literacy" means systematic, direct,  
 21 explicit, cumulative, and diagnostic instruction that integrates  
 22 listening, speaking, reading, and writing and emphasizes the  
 23 structure of language across the speech sound system (phonology);  
 24 the writing system (orthography); the structure of sentences  
 25 (syntax); the meaningful parts of words (morphology); the meaning  
 26 of words, phrases, sentences, and text (semantics); and the  
 27 processing of oral and written discourse.

28 **(z) ~~(x)~~** "Systematic" means following the logical order of  
 29 language and moving from the most basic concepts to the more

- 1 advanced.
- 2       **(aa)** ~~(y)~~ "Valid" means the degree to which a method assesses
- 3 what it claims or intends to assess.