

HOUSE BILL NO. 5934

March 17, 2022, Introduced by Reps. Brixie, Damoose and Cavanagh and referred to the Committee on Education.

A bill to amend 1976 PA 451, entitled
"The revised school code,"
(MCL 380.1 to 380.1852) by adding section 1280i.

THE PEOPLE OF THE STATE OF MICHIGAN ENACT:

1 Sec. 1280i. (1) Subject to subsection (6), the board of a
2 school district or intermediate school district or board of
3 directors of a public school academy shall ensure that each pupil
4 described in subsection (2) is screened for characteristics of
5 dyslexia and difficulties in learning to decode accurately and

1 efficiently using a reliable and valid universal screening
2 assessment and each pupil described in subsection (4) is screened
3 for characteristics of dyslexia and difficulties in learning to
4 decode accurately and efficiently as provided under subsection (4).
5 A school district, intermediate school district, or public school
6 academy shall screen pupils under this subsection with fidelity.

7 (2) Subject to subsection (6), the board of a school district
8 or intermediate school district or board of directors of a public
9 school academy shall ensure that all of the following pupils
10 enrolled in the school district, intermediate school district, or
11 public school academy are screened for characteristics of dyslexia
12 and difficulties in learning to decode accurately and efficiently
13 using a reliable and valid universal screening assessment as
14 required under subsection (1):

15 (a) Each pupil during kindergarten, grade 1, grade 2, and
16 grade 3.

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

24 (c) Each pupil who is in any of grades 4 to 8 who, as
25 determined by that pupil's teacher, educational-support staff, or
26 the pupil's parent or legal guardian, demonstrates any of the
27 following:

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

1 (ii) Effortful or laborious reading.

2 (iii) Reading-comprehension difficulties caused by inaccurate or
3 inefficient word reading.

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

6 (v) Low performance on school-district-, intermediate-school-
7 district-, or public-school-academy-approved English language arts
8 standards.

9 (vi) Low performance on school-district-, intermediate-school-
10 district-, or public-school-academy-approved standardized
11 assessments.

12 (d) Each pupil who is in kindergarten, grade 1, grade 2, or
13 grade 3 who has transferred to the school district, intermediate
14 school district, or public school academy from a school that is not
15 located in this state, unless the pupil presents written
16 documentation to the school district, intermediate school district,
17 or public school academy showing that the pupil was subject to a
18 reliable and valid universal screening assessment.

19 (3) Pupils required to be screened under subsections (2) (a),
20 (b), and (d) must be screened, as described in subsection (2), not
21 less than 3 times during the school year.

22 (4) Subject to subsection (6), for a pupil enrolled in any of
23 grades 9 to 12 who exhibits any of the elements described in
24 subsection (2) (c), the board of the school district or intermediate
25 school district or board of directors of the public school academy
26 in which the pupil is enrolled shall ensure that the pupil is
27 screened for characteristics of dyslexia and difficulties in
28 learning to decode accurately and efficiently as provided for in a
29 guidance developed by the department concerning valid and reliable

1 assessments related to decoding, word recognition, and phonemic
2 awareness difficulties.

3 (5) For a pupil described in subsection (4), the school
4 district, intermediate school district, or public school academy in
5 which the pupil is enrolled shall ensure that additional assessment
6 data pertaining to the pupil is gathered, as available, and shall
7 make a determination concerning whether or not the pupil has
8 difficulties with word reading in making a decision concerning
9 intervention placement for the pupil, as needed.

10 (6) Except as otherwise provided in this subsection, the board
11 of a school district or intermediate school district or board of
12 directors of a public school academy shall ensure that each pupil
13 who is an English language learner is provided with 1 year of
14 English language development instruction before a reliable and
15 valid universal screening assessment is administered to the pupil
16 under this section. However, if administration of a reliable and
17 valid universal screening assessment to a pupil described in this
18 subsection is recommended by a multidisciplinary team, the board or
19 board of directors may administer the screening assessment without
20 providing the development instruction described in this subsection
21 to the pupil beforehand. Each pupil who is enrolled in a dual
22 language program or who is an English language learner and who is
23 enrolled in kindergarten, grade 1, grade 2, or grade 3 must be
24 administered a reliable and valid universal screening assessment
25 under this section in the language in which that pupil receives
26 instruction in reading.

27 (7) If a reliable and valid universal screening assessment
28 indicates that a pupil is exhibiting characteristics of dyslexia or
29 indicates that the pupil is experiencing difficulty in learning to

1 decode accurately and efficiently, to the extent that the school
2 district, intermediate school district, or public school academy is
3 not providing the pupil with a multi-tiered system of support
4 (MTSS) under other laws that meets the description of such support
5 as described in this subsection, the school district, intermediate
6 school district, or public school academy in which the pupil is
7 enrolled shall ensure that a multi-tiered system of support (MTSS)
8 is provided to the pupil, including, but not limited to, the
9 decoding and word recognition instruction in the multi-tiered
10 system of support (MTSS). The multi-tiered system of support (MTSS)
11 described in this subsection must meet all of the following:

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

15 (b) Include 3 distinct tiers of instructional support.

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

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

21 (ii) Effectively meet the needs of most pupils.

22 (iii) The instructional methods and curriculum resources under
23 this tier used to address the decoding and word-recognition
24 components of reading must use a code emphasis instructional
25 approach and must be supported by the science of reading. The
26 instructional methods and curriculum resources described in this
27 subparagraph must not include instructional methods that minimize
28 the importance of primarily using letter-sound information to
29 decode or recognize unknown words, including, but not limited to,

1 any of the following uses:

2 (A) Using pictures and illustrations.

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

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

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

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

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

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

18 (ii) Tier 1 instructional data indicate a need for intervention
19 to address difficulties in learning to decode and recognizing
20 words.

21 (e) Provide that tier 2 support, as described in subdivision
22 (d), must include instructional methods and curriculum resources
23 that use a code emphasis approach to address the decoding and word-
24 recognition components of reading and that are supported by the
25 science of reading. The instructional methods and curriculum
26 resources described in this subdivision must include, but are not
27 limited to, specialized instructional procedures, duration, and
28 frequency. However, these methods and resources must not include
29 instructional methods that minimize the importance of primarily

1 using letter-sound information to decode or recognize unknown
2 words, including, but not limited to, any of the uses of letter-
3 sound information described in subdivision (c) (iii) (A) to (E).

4 (f) Provide that pupils receiving tier 2 support, as described
5 in subdivision (d), must be provided reading intervention and must
6 have their progress monitored by individuals providing the
7 intervention instruction using progress monitoring assessments in
8 order to determine the pupils' response to intervention
9 instruction.

10 (g) Provide that, if pupils who are receiving tier 2 support
11 as described in this subsection are not making measurable progress
12 in response to reading intervention at a rate that will result in
13 meaningful improvements in performance, intensive, tier 3 support
14 must be provided to the pupil using evidence-based instructional
15 adaptations that must be documented in the pupil's individual
16 reading improvement plan provided to the pupil under section 1280f,
17 if applicable, or, if the pupil has not been provided with an
18 individual reading improvement plan under section 1280f, the
19 pupil's individual reading improvement plan developed as described
20 in subdivision (i).

21 (h) Beginning on the effective date of the amendatory act that
22 added this section, provide that if a pupil described in
23 subdivision (g) has an individual reading improvement plan under
24 section 1280f and his or her plan does not include at least all of
25 the following, the school district, intermediate school district,
26 or public school academy in which the pupil is enrolled shall
27 ensure that the pupil's plan is updated to include at least all of
28 the following elements:

29 (i) A description of the focus of the intervention that will be

1 provided under subdivision (g).

2 (ii) An outline of the curriculum resources and evidence-based
3 practices that will be used as part of the intervention that will
4 be provided under subdivision (g).

5 (iii) A summary describing why the intervention resources and
6 evidence-based practices selected for intervention under
7 subdivision (g) are best suited to address the pupil's needs.

8 (iv) Information concerning the frequency and duration of the
9 intervention that will be provided under subdivision (g).

10 (v) A description of the assessment data that will be used to
11 determine pupil progress and adaptations to the intervention
12 instruction that will be provided under subdivision (g).

13 (vi) Information concerning adjustments that may be made to
14 intensify the intervention instruction that will be provided under
15 subdivision (g).

16 (vii) Assurance that the intervention provided under
17 subdivision (g) will be implemented with fidelity.

18 (i) Beginning on the effective date of the amendatory act that
19 added this section, provide that if a pupil described in
20 subdivision (g) does not have an individual reading improvement
21 plan under section 1280f, a multidisciplinary team at the school
22 district, intermediate school district, or public school academy in
23 which the pupil is enrolled shall develop an individual reading
24 improvement plan that includes all of the elements listed in
25 subdivision (h) for the pupil.

26 (j) Provide that, for the purposes of subdivision (g), a
27 multidisciplinary team at the school district, intermediate school
28 district, or public school academy in which a pupil described in
29 subdivision (g) is enrolled shall refine the pupil's individual

1 reading improvement plan with the teacher providing the
2 intervention instruction to the pupil under subdivision (g) to
3 meaningfully accelerate reading outcomes.

4 (k) Provide that, if a pupil's response to the intervention
5 instruction described in subdivisions (a) to (g) is insufficient
6 for accelerating reading outcomes after repeated attempts to adapt
7 and intensify the instruction, subject to state and federal laws
8 concerning special education, the school district, intermediate
9 school district, or public school academy must consider the need
10 for a full and comprehensive evaluation to determine eligibility
11 for special education services.

12 (8) If data from a reliable and valid universal screening
13 assessment indicate the need for intervention, to the extent that
14 the school district, intermediate school district, or public school
15 academy is not under other laws providing the pupil with the
16 evidence-based intervention services described in this subsection,
17 the school district, intermediate school district, or public school
18 academy in which the pupil is enrolled shall provide the pupil with
19 evidence-based intervention services that must be grounded in the
20 science of reading and the principles of structured language and
21 literacy approaches or programs.

22 (9) If it is determined that a pupil has functional
23 difficulties due to characteristics of dyslexia or underlying
24 factors that place pupils at risk for difficulties in learning to
25 decode accurately and efficiently, the board of the school district
26 or intermediate school district or board of directors of the public
27 school academy in which the pupil is enrolled shall ensure that the
28 necessary accommodations or equipment are provided to the pupil as
29 required under section 504 of title V of the rehabilitation act of

1 1973, 29 USC 794, and title II of the Americans with disabilities
2 act of 1990, 42 USC 12131 to 12165.

3 (10) If data from a reliable and valid universal screening
4 assessment indicate a need for intervention services, by not later
5 than 30 days after the administration of the screening assessment,
6 to the extent that a notification described in this subsection was
7 not sent to the pupil's parent or legal guardian under section
8 1280f, the board of the school district or intermediate school
9 district or board of directors of the public school academy in
10 which the pupil is enrolled shall ensure that the pupil's parent or
11 legal guardian is sent a written notification that meets all of the
12 following:

13 (a) Includes information from the screening assessment
14 relating to the pupil's reading development with specific
15 information about indicators that suggest, as applicable, that the
16 pupil may struggle with decoding and word recognition.

17 (b) Includes information concerning evidence-based
18 instructional practices to be provided by school personnel that are
19 grounded in the science of reading and the principles of structured
20 language and literacy that are designed for pupils exhibiting the
21 characteristics of dyslexia or difficulties in learning to decode
22 accurately and efficiently.

23 (c) Includes information concerning instructional adjustments
24 for pupils exhibiting difficulties in learning to decode accurately
25 and efficiently.

26 (d) Includes information describing the multi-tiered system of
27 support (MTSS) framework described in subsection (7).

28 (e) Is written in the language used in the pupil's household.

29 (11) If the parent or legal guardian of a pupil has an

1 independent, comprehensive dyslexia evaluation conducted, the board
2 of the school district or intermediate school district or board of
3 directors of the public school academy in which the pupil is
4 enrolled shall ensure that any requirements under the individuals
5 with disabilities education act, Public Law 108-446, that are
6 applicable are fulfilled.

7 (12) Beginning not later than the 2023-2024 school year, the
8 department shall develop dyslexia expertise to provide technical
9 assistance to school districts, intermediate school districts, and
10 public school academies regarding dyslexia and underlying factors
11 that place pupils at risk for difficulties in learning to decode
12 accurately and efficiently. The department shall offer expertise
13 under this subsection by providing guidance on at least all of the
14 following:

15 (a) Screening for, the identification of, and treatment of
16 pupils who exhibit characteristics of dyslexia and pupils who
17 display difficulties in learning to decode accurately and
18 efficiently.

19 (b) Structured language and literacy.

20 (c) Evidence-based instructional methods and the features of
21 evidence-based interventions for pupils exhibiting the
22 characteristics of dyslexia or pupils who have difficulties in
23 learning to decode accurately and efficiently that include
24 instructional methods and curriculum resources that use a code
25 emphasis approach to address the decoding and word-recognition
26 components of reading and that are supported by the science of
27 reading. The instructional methods and curriculum resources
28 described in this subdivision must not include instructional
29 methods that minimize the importance of primarily using letter-

1 sound information to decode or recognize unknown words, including,
2 but not limited to, any of the uses of letter-sound information
3 described in subsection (7) (c) (iii) (A) to (E).

4 (d) The development of coaching expertise for individuals
5 responsible for supporting, at a minimum, all of the following:

6 (i) Methods to develop schoolwide and classroom infrastructures
7 to meet the collective and individual needs of pupils using a
8 multi-tiered system of support (MTSS) framework.

9 (ii) High-quality administration, scoring, and interpretation
10 of screening assessments under this section.

11 (iii) The use of evidence-based instructional methods and the
12 features of evidence-based interventions for pupils exhibiting the
13 characteristics of dyslexia or displaying difficulties in learning
14 to decode accurately and efficiently.

15 (iv) Methods to intensify decoding and word recognition
16 intervention instruction.

17 (e) Professional learning about dyslexia to school districts,
18 intermediate school districts, and public school academies.

19 (13) By not later than January 1, 2023, to support the
20 implementation of requirements under this section, the department,
21 in conjunction with the advisory committee described in section
22 1280h, shall develop or adopt, and make available to the public, a
23 dyslexia resource guide based on current research to be used by
24 school districts, intermediate school districts, and public school
25 academies and that must include information regarding the education
26 of pupils with dyslexia and with characteristics of dyslexia and
27 pupils with difficulties in learning to decode accurately and
28 efficiently.

29 (14) Beginning not later than the 2023-2024 school year, the

1 department, in consultation with school districts, intermediate
2 school districts, and public school academies, shall ensure that
3 all pre-K to grade 12 certificated special education personnel with
4 endorsements in emotional impairments, learning disabilities,
5 teacher consultation, early childhood special education, and speech
6 and language impairments; K to 12 literacy consultants; literacy
7 coaches; school psychologists; school district principals and
8 administrators responsible for curriculum, instruction, and
9 assessment decisions; pre-K to grade 6 certificated teachers; and
10 all pre-K to grade 12 school personnel providing reading
11 intervention to pupils in this state receive professional learning
12 regarding all of the following, as applicable:

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

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

20 (c) Evidence-based instructional methods and features of
21 evidence-based interventions and structured language and literacy
22 approaches and programs that are grounded in the science of reading
23 and that are designed for pupils exhibiting the characteristics of
24 dyslexia and pupils at risk for difficulties in learning to decode
25 accurately and efficiently.

26 (d) Instructional adjustments for pupils with dyslexia and
27 instructional adjustments to address the underlying factors that
28 place pupils at risk for difficulties in learning to decode
29 accurately and efficiently.

1 (e) Methods to develop schoolwide and classroom
2 infrastructures to meet the collective and individual needs of
3 pupils using a multi-tiered system of support (MTSS) framework.

4 (15) Beginning with the 2023-2024 school year, the department,
5 in consultation with school districts, intermediate school
6 districts, and public school academies, shall ensure that each
7 certificated teacher in this state receives professional learning
8 regarding all of the following, unless the certificated teacher has
9 already received the professional learning under subsection (14):

10 (a) The characteristics of dyslexia.

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

15 (c) Instructional adjustments for pupils with dyslexia and
16 instructional adjustments to address the underlying factors that
17 place pupils at risk for difficulties in learning to decode
18 accurately and efficiently.

19 (d) Methods to develop schoolwide and classroom
20 infrastructures to meet the collective and individual needs of
21 pupils using a multi-tiered system of support (MTSS) framework.

22 (16) If a valid and reliable screening, formative, and
23 diagnostic reading assessment system selected by the board of a
24 school district or the board of directors of a public school
25 academy under section 1280f(2) includes a reliable and valid
26 universal screening assessment, that assessment system selected
27 under section 1280f(2) may be utilized to meet the requirement
28 under subsection (1).

29 (17) Beginning on the effective date of the amendatory act

1 that added this section, the department shall update its approval
2 of valid and reliable screening, formative, and diagnostic reading
3 assessment systems for selection and use by school districts and
4 public school academies under section 1280f(1) to ensure that, in
5 addition to meeting applicable requirements under section 1280f,
6 all approved assessment systems for selection and use by school
7 districts and public school academies under section 1280f(1), if
8 they do not already, include a reliable and valid universal
9 screening assessment. By not later than 180 days after the
10 department has updated its approval of valid and reliable
11 screening, formative, and diagnostic reading assessment systems as
12 described in this subsection, each school district and public
13 school academy shall update its selection of a valid and reliable
14 screening, formative, and diagnostic reading assessment system
15 under section 1280f(2) to ensure that the selected system includes
16 a reliable and valid universal screening assessment, if it does not
17 do so already.

18 (18) The department shall issue a guidance to school
19 districts, intermediate school districts, and public school
20 academies concerning valid and reliable assessments related to
21 decoding, word recognition, and phonemic awareness difficulties for
22 grades 9 to 12.

23 (19) As used in this section:

24 (a) "Code emphasis" means direct, explicit instruction on the
25 code system of written English at the sound, syllable, morpheme,
26 and word level so pupils develop automaticity in accurate sound-
27 symbol associations used for word recognition and for developing a
28 robust sight-word vocabulary.

29 (b) "Cumulative" means the practice of basing new concepts on

1 those previously learned and maximizing retention of concepts
2 through regular, systematic review to gain automaticity and
3 fluency.

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

7 (d) "Dyslexia" means both of the following:

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

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

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

23 (i) At least 1 of the following:

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

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

28 (C) Is based on promising evidence from at least 1 well-
29 designed and well-implemented correlational study with statistical

1 controls for selection bias.

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

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

8 (f) "Explicit" means direct and deliberate instruction through
9 continuous pupil-teacher interaction that includes teacher
10 modeling, guided practice, and independent practice.

11 (g) "Leveled text" means text that has characteristics of
12 predictable text and text focused on teaching high-frequency words
13 without regard to sound-symbol associations. Leveled texts are
14 assigned a level based on a difficulty scale according to print
15 features, content, themes, ideas, text structure, language, and
16 literary elements. Leveled texts do not provide pupils
17 opportunities to apply newly learned phonological and orthographic
18 knowledge.

19 (h) "Multidisciplinary team" means a group of individuals with
20 expertise in assessments, literacy, working with English language
21 learners, behavioral efforts, and working with students with
22 disabilities who develop individualized plans to support pupils
23 with significant and persistent needs. A multidisciplinary team
24 must include at least 1 certificated teacher who has English as a
25 second language or bilingual education as an endorsement on his or
26 her certificate.

27 (i) "Multi-tiered system of support (MTSS)" means a
28 comprehensive framework that includes 3 distinct tiers of
29 instructional support and is composed of a collection of evidence-

1 based strategies designed to meet the individual needs and assets
2 of a whole pupil at all achievement levels.

3 (j) "Phonemic awareness" means the conscious awareness of all
4 of the following:

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

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

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

14 (k) "Predictable text" means text that replicates language
15 patterns using rhythm and rhyme to teach pupils phrasing and
16 cadence.

17 (l) "Reliable" means something that is based on the consistency
18 of a set of scores that are designed to measure the same thing.

19 (m) "Reliable and valid universal screening assessment" means
20 an assessment that includes, but is not limited to, brief measures
21 designed to identify underlying difficulties impacting a pupil's
22 ability to learn to decode and to recognize words accurately and
23 efficiently and that aligns with assessment guidelines concerning
24 grade levels in which, and times of the school year when, specific
25 universal screening assessment measures must be administered. The
26 range of the assessment described in this subdivision must be
27 equipped to identify difficulties impacting a pupil's ability to
28 learn to decode and recognize words and, at a minimum, must include
29 the following in alignment with the guidelines described in this

1 subdivision:

2 (i) Phonemic awareness.

3 (ii) Rapid automatized naming.

4 (iii) Letter-sound correspondence.

5 (iv) Single-word reading.

6 (v) Nonsense-word reading.

7 (vi) Oral passage reading fluency.

8 (n) "Science of reading" means a cumulative and evolving body
9 of evidence whose research studies follow a scientific process of
10 inquiry and utilize scientific methods to help answer questions
11 related to reading development and issues related to reading and
12 writing derived from research from multiple fields of cognitive
13 psychology, communication sciences, developmental psychology,
14 education, special education, implementation science, linguistics,
15 and neuroscience.

16 (o) "Standardized assessment" means an assessment that is
17 administered and scored in a consistent or standard manner.

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

26 (q) "Systematic" means following the logical order of language
27 and moving from the most basic concepts to the more advanced.

28 (r) "Valid" means a degree to which a method assesses what it
29 claims or intends to assess.

1 Enacting section 1. This amendatory act does not take effect
2 unless all of the following bills of the 101st Legislature are
3 enacted into law:

4 (a) House Bill No. 5937 (request no. 00675'21 **).

5 (b) House Bill No. 5936 (request no. 00685'21 **).

6 (c) House Bill No. 5935 (request no. 01371'21 **).