

SENATE BILL NO. 380

April 22, 2021, Introduced by Senators IRWIN, ALEXANDER, BULLOCK, RUNESTAD, POLEHANKI, CHANG, BAYER, MOSS, SANTANA, BIZON, MCBROOM, GEISS and BRINKS and referred to the Committee on Education and Career Readiness.

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) The board of a school district or intermediate
2 school district or board of directors of a public school academy
3 shall ensure that each pupil described in subsections (2) and (4)
4 is screened for characteristics of dyslexia and difficulties in
5 learning to decode accurately and efficiently using a reliable and

1 valid universal screening assessment. A school district,
2 intermediate school district, or public school academy shall screen
3 pupils under this subsection with fidelity.

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

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 any of grades 4 to 8 who, as
22 determined by that pupil's teacher, educational-support staff, or
23 the pupil's parent or legal guardian, demonstrates any of the
24 following:

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

27 (ii) Effortful or laborious reading.

28 (iii) Reading-comprehension difficulties caused by inaccurate or
29 inefficient word reading.

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

3 (d) Each pupil who is in kindergarten, grade 1, grade 2, or
4 grade 3 who has transferred to the school district, intermediate
5 school district, or public school academy from a school that is not
6 located in this state, unless the pupil presents written
7 documentation to the school district, intermediate school district,
8 or public school academy showing either of the following:

9 (i) That the pupil was subject to a reliable and valid
10 universal screening assessment.

11 (ii) That the pupil is exempt from screening under this
12 section, as determined by the department.

13 (3) Pupils required to be screened under subsections (2) (a),
14 (b), and (d) must be screened, as described in subsection (2), at
15 least 3 times during the school year.

16 (4) For a pupil enrolled in any of grades 9 to 12 who exhibits
17 any of the following, the board of the school district or
18 intermediate school district or board of directors of the public
19 school academy in which the pupil is enrolled shall ensure that the
20 pupil is screened for characteristics of dyslexia and difficulties
21 in learning to decode accurately and efficiently using a reliable
22 and valid universal screening assessment as required under
23 subsection (1):

24 (a) Low performance on school-district-, intermediate-school-
25 district-, or public-school-academy-approved English language arts
26 standards.

27 (b) Low performance on school-district-, intermediate-school-
28 district-, or public-school-academy-approved standardized
29 assessments.

1 (c) Any of the elements described in subsection (2)(c).

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

9 (6) If a reliable and valid universal screening assessment
10 indicates that a pupil is exhibiting characteristics of dyslexia or
11 indicates that the pupil is experiencing difficulty in learning to
12 decode accurately and efficiently, the school district,
13 intermediate school district, or public school academy in which the
14 pupil is enrolled shall ensure that a multi-tiered system of
15 support (MTSS) is provided to the pupil. The multi-tiered system of
16 support (MTSS) described in this subsection must meet all of the
17 following:

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

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

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

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

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

28 (iii) The instructional methods and curriculum resources under
29 this tier used to address the decoding and word-recognition

1 components of reading must use a code emphasis instructional
2 approach and must be supported by cognitive science. The
3 instructional methods and curriculum resources described in this
4 subparagraph must not include instructional methods that minimize
5 the importance of primarily using letter-sound information to
6 decode or recognize unknown words, including, but not limited to,
7 any of the following uses:

8 (A) Using pictures and illustrations.

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

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

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

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

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

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

24 (ii) Tier 1 instructional data indicate a need for intervention
25 to address difficulties in learning to decode and recognizing
26 words.

27 (e) Provide that tier 2 support, as described in subdivision
28 (d), must include instructional methods and curriculum resources
29 that use a code emphasis approach to address the decoding and word-

1 recognition components of reading and that are supported by
2 cognitive science. The instructional methods and curriculum
3 resources described in this subdivision must include, but are not
4 limited to, specialized instructional procedures, duration, and
5 frequency. However, these methods and resources must not include
6 instructional methods that minimize the importance of primarily
7 using letter-sound information to decode or recognize unknown
8 words, including, but not limited to, any of the uses of letter-
9 sound information described in subdivision (c) (iii) (A) to (E).

10 (f) Provide that pupils receiving tier 2 support, as described
11 in subdivision (d), must be provided reading intervention and must
12 have their progress monitored by individuals providing the
13 intervention instruction using progress monitoring assessments in
14 order to determine their response to intervention instruction.

15 (g) Provide that, if pupils who are receiving tier 2 support
16 as described in this subsection are not making measurable progress
17 in response to reading intervention at a rate that will result in
18 meaningful improvements in performance, then intensive, tier 3
19 support must be provided to the pupil using evidence-based
20 instructional adaptations that must be documented in the pupil's
21 individual reading improvement plan provided to the pupil under
22 section 1280f, if applicable, or, if the pupil has not been
23 provided with an individual reading improvement plan under section
24 1280f, the pupil's individual reading improvement plan developed as
25 described in subdivision (i).

26 (h) Beginning on the effective date of the amendatory act that
27 added this section, provide that if a pupil described in
28 subdivision (g) has an individual reading improvement plan under
29 section 1280f and his or her plan does not include at least all of

1 the following, the school district, intermediate school district,
2 or public school academy in which the pupil is enrolled shall
3 ensure that the pupil's plan is updated to include at least all of
4 the following elements:

5 (i) A description of the focus of the intervention that will be
6 provided under subdivision (g).

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

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

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

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

18 (vi) Information concerning adjustments that may be made to
19 intensify the intervention instruction that will be provided under
20 subdivision (g).

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

23 (i) Beginning on the effective date of the amendatory act that
24 added this section, provide that if a pupil described in
25 subdivision (g) does not have an individual reading improvement
26 plan under section 1280f, a multi-disciplinary team at the school
27 district, intermediate school district, or public school academy in
28 which the pupil is enrolled shall develop an individual reading
29 improvement plan that includes all of the elements listed in

1 subdivision (h) for the pupil.

2 (j) Provide that, for the purposes of subdivision (g), a
3 multi-disciplinary team at the school district, intermediate school
4 district, or public school academy in which a pupil described in
5 subdivision (g) is enrolled shall refine the pupil's individual
6 reading improvement plan with the teacher providing the
7 intervention instruction to the pupil under subdivision (g) to
8 meaningfully accelerate reading outcomes.

9 (k) Provide that, if a pupil's response to the intervention
10 instruction described in subdivisions (a) to (g) is insufficient
11 for accelerating reading outcomes after repeated attempts to adapt
12 and intensify the instruction, then, subject to state and federal
13 laws concerning special education, the school district,
14 intermediate school district, or public school academy must
15 consider referring the pupil for a comprehensive evaluation to
16 determine whether or not the pupil is eligible for special
17 education services.

18 (7) If a reliable and valid universal screening assessment
19 indicates the need for intervention, the school district,
20 intermediate school district, or public school academy in which the
21 pupil is enrolled shall provide the pupil with evidence-based
22 intervention services that must be grounded in cognitive science
23 and the principles of structured language and literacy approaches
24 or programs that must include, at a minimum, systematic, direct,
25 explicit, cumulative, and diagnostic instruction that integrates
26 listening, speaking, reading, and writing and emphasizes the
27 structure of language across the speech sound system (phonology);
28 the writing system (orthography); the structure of sentences
29 (syntax); the meaningful parts of words (morphology); the meaning

1 of words, phrases, sentences, and text (semantics); and the
2 processing of oral and written discourse.

3 (8) If it is determined that a pupil has functional
4 difficulties in the academic environment due to characteristics of
5 dyslexia or underlying factors that place pupils at risk for
6 difficulties in learning to decode accurately and efficiently, the
7 board of the school district or intermediate school district or
8 board of directors of the public school academy in which the pupil
9 is enrolled shall ensure that the necessary accommodations or
10 equipment are provided to the pupil as required under section 504
11 of title V of the rehabilitation act of 1973, 29 USC 794, and title
12 II of the Americans with disabilities act of 1990, 42 USC 12131 to
13 12165.

14 (9) If a pupil's performance on a reliable and valid universal
15 screening assessment indicates a need for intervention services, by
16 not later than 30 days after the administration of the screening
17 assessment, the board of the school district or intermediate school
18 district or board of directors of the public school academy in
19 which the pupil is enrolled shall ensure that the pupil's parent or
20 legal guardian is sent a written notification that includes all of
21 the following:

22 (a) Information from the screening assessment relating to the
23 pupil's reading development with specific information about
24 indicators that suggest, as applicable, that the pupil may struggle
25 with decoding and word recognition.

26 (b) Evidence-based instructional practices that are grounded
27 in cognitive science and the principles of structured language and
28 literacy that are designed for pupils exhibiting the
29 characteristics of dyslexia or difficulties in learning to decode

1 accurately and efficiently.

2 (c) Educational accommodations for pupils exhibiting the
3 characteristics of dyslexia or difficulties in learning to decode
4 accurately and efficiently.

5 (d) Information describing the multi-tiered system of support
6 (MTSS) framework described in subsection (6).

7 (10) If the parent or legal guardian of a pupil has an
8 independent, comprehensive dyslexia evaluation conducted, the board
9 of the school district or intermediate school district or board of
10 directors of the public school academy in which the pupil is
11 enrolled shall do both of the following:

12 (a) Consider the diagnosis included in the independent,
13 comprehensive dyslexia evaluation in consultation with individuals
14 that have expertise in dyslexia, including knowledge in the
15 screening of, identification of, treatment for, and accommodations
16 for pupils who display the characteristics of dyslexia and pupils
17 who have been identified as having dyslexia and who are trained in
18 evidence-based, structured language and literacy approaches or
19 programs that must include, at a minimum, systematic, direct,
20 explicit, cumulative, and diagnostic instruction that integrates
21 listening, speaking, reading, and writing and emphasizes the
22 structure of language across the speech sound system (phonology);
23 the writing system (orthography); the structure of sentences
24 (syntax); the meaningful parts of words (morphology); the meaning
25 of words, phrases, sentences, and text (semantics); and the
26 processing of oral and written discourse.

27 (b) Ensure that appropriate interventions, as determined by
28 the board or board of directors, in conjunction with individuals
29 within the school district, intermediate school district, or public

1 school academy who are training in the characteristics of dyslexia
2 and difficulties in learning to decode accurately and efficiently
3 and who have expertise in providing structured language and
4 literacy intervention, are provided to the pupil.

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

13 (a) Screening for, the identification of, and treatment of
14 pupils who are at risk for dyslexia and pupils who display
15 difficulties in learning to decode accurately and efficiently.

16 (b) Structured language and literacy.

17 (c) Best-practice interventions for pupils exhibiting the
18 characteristics of dyslexia or pupils who have difficulties in
19 learning to decode accurately and efficiently that include
20 instructional methods and curriculum resources that use a code
21 emphasis approach to address the decoding and word-recognition
22 components of reading and that are supported by cognitive science.
23 The instructional methods and curriculum resources described in
24 this subdivision must not include instructional methods that
25 minimize the importance of primarily using letter-sound information
26 to decode or recognize unknown words, including, but not limited
27 to, any of the uses of letter-sound information described in
28 subsection (6) (c) (iii) (A) to (E).

29 (d) The development of coaching expertise for individuals

1 responsible for supporting, at a minimum, all of the following:

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

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

7 (iii) The use of best-practice interventions for pupils
8 displaying the characteristics of dyslexia.

9 (iv) Methods to intensify decoding and word recognition
10 intervention instruction.

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

13 (12) Beginning not later than the 2023-2024 school year, the
14 board of a school district or intermediate school district or the
15 board of directors of a public school academy shall ensure that it
16 employs both classroom and reading-intervention teachers trained in
17 all of the following:

18 (a) Evidence-based, structured language and literacy
19 approaches or programs that are grounded in cognitive science and
20 that include, at a minimum, systematic, direct, explicit,
21 cumulative, and diagnostic instruction that integrates listening,
22 speaking, reading and writing and emphasizes the structure of
23 language across the speech sound system (phonology); the writing
24 system (orthography); the structure of sentences (syntax); the
25 meaningful parts of words (morphology); the meaning of words,
26 phrases, sentences, and text (semantics); and the processing of
27 oral and written discourse.

28 (b) The characteristics of dyslexia and underlying factors
29 that place pupils at risk for difficulties in learning to decode

1 accurately and efficiently.

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

6 (d) Accommodations for pupils with dyslexia and accommodations
7 for addressing underlying factors that place pupils at risk for
8 difficulties in learning to decode accurately and efficiently.

9 (13) By not later than January 1, 2023, to support the
10 implementation of requirements under this section, the department,
11 in conjunction with the advisory committee described in section
12 1280h, shall develop or adopt, and make available to the public, a
13 dyslexia resource guide based on current research to be used by
14 school districts, intermediate school districts, and public school
15 academies and that must include information regarding the education
16 of pupils with dyslexia.

17 (14) Beginning not later than the 2023-2024 school year, the
18 department, in consultation with school districts, intermediate
19 school districts, and public school academies, shall ensure that
20 each K to 6 certificated teacher, K to 12 certificated special
21 education teacher, speech-language pathologist, school
22 psychologist, school district principal and administrator
23 responsible for curriculum, instruction, and assessment decisions,
24 and all K to 12 school personnel providing reading intervention to
25 pupils in this state receive professional learning regarding all of
26 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) Evidence-based instructional practices that are grounded
6 in cognitive science and the principles of structured language and
7 literacy that are designed for pupils with dyslexia and pupils at
8 risk for difficulties in learning to decode accurately and
9 efficiently.

10 (d) Accommodations for pupils with dyslexia and accommodations
11 to address the underlying factors that place pupils at risk for
12 difficulties in learning to decode accurately and efficiently.

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

16 (15) Beginning not later than the 2023-2024 school year, the
17 department, in consultation with school districts, intermediate
18 school districts, and public school academies, shall ensure that
19 each certificated teacher in this state receives professional
20 learning regarding all of the following, unless the certificated
21 teacher has already received the professional learning under
22 subsection (14):

23 (a) The characteristics of dyslexia.

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

28 (c) Accommodations for pupils with dyslexia and accommodations
29 to address the underlying factors that place pupils at risk for

1 difficulties in learning to decode accurately and efficiently.

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

5 (16) If a valid and reliable screening, formative, and
6 diagnostic reading assessment system selected by the board of a
7 school district or the board of directors of a public school
8 academy under section 1280f(2) includes a reliable and valid
9 universal screening assessment, that assessment system selected
10 under section 1280f(2) may be utilized to meet the requirement
11 under subsection (1).

12 (17) Beginning on the effective date of the amendatory act
13 that added this section, the department shall update its approval
14 of valid and reliable screening, formative, and diagnostic reading
15 assessment systems for selection and use by school districts and
16 public school academies under section 1280f(1) to ensure that all
17 approved assessment systems for selection and use by school
18 districts and public school academies under section 1280f(1), if
19 they do not already, include a reliable and valid universal
20 screening assessment. By not later than 180 days after the
21 department has updated its approval of valid and reliable
22 screening, formative, and diagnostic reading assessment systems as
23 described in this subsection, each school district and public
24 school academy shall update its selection of a valid and reliable
25 screening, formative, and diagnostic reading assessment system
26 under section 1280f(2) to ensure that the selected system includes
27 a reliable and valid universal screening assessment, if it does not
28 do so already.

29 (18) As used in this section:

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

6 (b) "Cognitive science" means the study of the human mind. It
7 is an interdisciplinary field combining ideas and methods from
8 psychology, computer science, linguistics, philosophy, and
9 neuroscience with the goal of characterizing the nature of human
10 knowledge and how that knowledge is used, processed, and acquired.

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

15 (d) "Decodable text" means text that meets both of the
16 following:

17 (i) Includes a high proportion of words containing sound-symbol
18 associations and high frequency words that have been explicitly
19 taught.

20 (ii) Allows pupils to depend on their knowledge of the
21 alphabetic code rather than guessing, using picture clues, or rote
22 memorization.

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

26 (f) "Dyslexia" means both of the following:

27 (i) A specific learning disorder that is neurobiological in
28 origin and characterized by difficulties with accurate or fluent
29 word recognition and by poor spelling and decoding abilities that

1 typically result from a deficit in the phonological component of
2 language that is often unexpected in relation to other cognitive
3 abilities and the provision of effective classroom instruction.

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

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

13 (i) At least 1 of the following:

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

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

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

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

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

27 (h) "Explicit" means direct and deliberate instruction through
28 continuous pupil-teacher interaction that includes teacher
29 modeling, guided practice, and independent practice.

1 (i) "Leveled text" means text that has characteristics of
2 predictable text and text focused on teaching high-frequency words
3 without regard to sound-symbol associations. Leveled texts are
4 assigned a level based on a difficulty scale according to print
5 features, content, themes, ideas, text structure, language, and
6 literary elements. Leveled texts do not provide pupils
7 opportunities to apply newly learned phonological and orthographic
8 knowledge.

9 (j) "Multi-tiered system of support (MTSS)" means a
10 comprehensive framework that includes 3 distinct tiers of
11 instructional support and is composed of a collection of evidence-
12 based strategies designed to meet the individual needs and assets
13 of a whole pupil at all achievement levels.

14 (k) "Phonemic awareness" means the conscious awareness of all
15 of the following:

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

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

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

25 (l) "Predictable text" means text that replicates language
26 patterns using rhythm and rhyme to teach pupils phrasing and
27 cadence.

28 (m) "Reliable" means something that is based on the
29 consistency of a set of scores that are designed to measure the

1 same thing.

2 (n) "Reliable and valid universal screening assessment" means
3 an assessment that includes, but is not limited to, brief measures
4 designed to identify underlying difficulties impacting a pupil's
5 ability to learn to decode and to recognize words accurately and
6 efficiently and that aligns with assessment guidelines concerning
7 grade levels in which, and times of the school year when, specific
8 universal screening assessment measures must be administered. The
9 range of the assessment described in this subdivision must be
10 equipped to identify difficulties impacting a pupil's ability to
11 learn to decode and recognize words and, at a minimum, must include
12 the following in alignment with the guidelines described in this
13 subdivision:

14 (i) Phonemic awareness.

15 (ii) Rapid automatized naming.

16 (iii) Letter-sound correspondence.

17 (iv) Single-word reading.

18 (v) Nonsense-word reading.

19 (vi) Oral passage reading fluency.

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

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

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

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

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

8 (a) Senate Bill No. 382.

9

10 (b) Senate Bill No. 381.

11

12 (c) Senate Bill No. 383.

13