



Cache County School District

Policy Series 4000: Curriculum, Instruction, and Assessment

Policy No. 4120 P4

Definitions for Early Literacy

Above Typical Progress: Progress on a benchmark reading assessment that demonstrates growth exceeding the expected trajectory for a student's starting baseline, as defined by state board pathways of progress.

Benchmark Reading Assessment: An assessment approved by the state board that:

- 1) Measures key literacy skills, including phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding and encoding skills, and comprehension, to determine a student's specific strengths and weaknesses in a skill area; and
- 2) A school district or charter school administers to students in kindergarten through grade 3 at the beginning, middle, and end of the school year.

Competency: A demonstrable acquisition of a specified knowledge, skill, or ability that has been organized into a hierarchical arrangement leading to higher levels of knowledge, skill, or ability.

Dyslexia: A learning disorder that:

- 1) is neurological in origin and is characterized by difficulties with:
 - a. accurate or fluent word recognition; and
 - b. poor spelling and decoding abilities; and
- 2) typically results 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.

Individualized Reading Plan (IRP): A written plan established by a student's literacy team for a student in kindergarten through grade 3 who scores below or well below benchmark on a benchmark reading assessment, which identifies specific, evidence-based reading interventions and intervention settings to remediate the student's identified reading deficiencies.

Intervention Setting: The specific instructional environment or setting identified in a student's individualized reading plan where an LEA provides evidence-based reading interventions to remediate identified reading deficiencies.

Literacy Team: A group of individuals who unite to establish, review, and monitor the progress of an individualized reading plan for a student, consisting of:

- 1) the student's parents;
- 2) at the discretion of the student's parents, the student;
- 3) the student's teacher, including general and special education teachers;
- 4) for a student scoring well below benchmark on a benchmark reading assessment, a

- representative of the LEA who is knowledgeable about available literacy resources and who has the authority to commit literacy resources; and
- 5) depending on the circumstances of the student and availability in the LEA, other educators or support personnel, including a therapist, counselor, social worker, translator, friend, or parent advocate.

Reading Intervention: Targeted, evidence-based instruction grounded in the science of reading, designed to remediate a student's specific reading deficiency identified by a benchmark or diagnostic assessment.

Reading on Grade Level: Achieving a score at or above benchmark on the state-approved benchmark reading assessment for the student's current grade level.

Retention: An intensive reading intervention step where a student who scores below benchmark on the end-of-year benchmark reading assessment remains in their current grade level for an additional school year to receive targeted remediation, considered for grades K–2 and required for grade 3, except in cases of qualifying good cause exemptions.

Good Cause Exemption: A statutory exemption defined under Utah Code § 53G-10-803 that allows an eligible third-grade student who scores below benchmark on the end-of-year reading assessment to be promoted to the fourth grade based on specific qualifying criteria established by state law, including:

- 1) students with limited English proficiency who have had less than three years of instruction in an English learner program;
- 2) students with disabilities whose Individualized Education Program (IEP) indicates that participation in the statewide benchmark reading assessment is not appropriate;
- 3) students who demonstrate proficiency or grade-level competency on an alternative, state-approved reading assessment or through a student reading portfolio;
- 4) the student moved to a school for or during grade three and had not previously received an individualized reading plan or received intensive reading interventions previously; or
- 5) students who have received intensive reading intervention for two or more years and were previously retained in kindergarten, grade 1, grade 2, or grade 3.

Science of Reading: The body of scientific research from interdisciplinary fields—including cognitive psychology, neuroscience, and linguistics—that describes how proficient reading and writing develop, why some students have difficulty learning to read, and how educators can most effectively assess and teach reading through explicit, systematic, and evidence-based instruction, encompassing:

- 1) phonemic awareness;
- 2) phonics;
- 3) vocabulary development;
- 4) reading fluency; and
- 5) reading comprehension.

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