



**HB 3**  
*in*  
**30**



**K-2 Diagnostic Tools**

# Agenda



## Presentation Agenda

- School Finance Commission Findings
- HB 3 Changes
- Kindergarten
  - Effective Kindergarten
  - Current Landscape of Kindergarten Diagnostic Tools
  - New Kindergarten Readiness Diagnostic
  - TX-KEA Components
  - TX-KEA Data and Reports
  - Planning and Implementation
- First and Second Grade
- Dyslexia
- Professional Development
- Next Steps and FAQs

# Key TEA Personnel

## TEA Staff

### Jacquie Porter

Statewide Director of Early Childhood Education

### Mary Allen

Program Specialist in Early Childhood Education

### Howard Morrison

Statewide Coordinator of Early Childhood Education

### Jake Kobersky

Media Relations Manager



Key TEA  
Personnel

# HB 3 Early Reading Proficiency Supports

Since 2007, Texas' reading scores have flatlined and declined compared to national averages as measured by the National Assessment of Educational Programs (NAEP). Effective K-2 diagnostics are a crucial support for other reading initiatives.

## Reading Practices

September 12th 2019



- [Presentation on Reading Practices \(PDF\)](#)

## Special Education and Dyslexia

September 5th 2019



- [Presentation on Special Education and Dyslexia \(PDF\)](#)

# Strong Diagnostics Support Instruction

Useful diagnostic data empowers administrators and teachers.



Teachers collect data on what each student knows and can do.

Teachers analyze the data on student strengths and opportunities for growth to inform instruction.

Teachers change their instruction based on their analysis in order to meet the needs of all students.

## Continuous Improvement related to Recommendation #2:

The Commission recommends that districts be required to use the **state's current KEA assessment tool** (provided free by the state to all public schools and currently utilized by 33 percent of districts statewide, both large and small), in order to **benchmark the efficacy of their Pre-K efforts** vs. similar districts.

- Share Kindergarten readiness assessments with parents within 60 days
- Submit annual reports of students that meet third grade standards that include:
  - Number and percent of Pre-K eligible and non-Pre-K eligible
  - Students assessed as kindergarten ready vs. those who were not
  - Students who attended district Pre-K vs. those who did not

# HB 3 Changes

## Statute related to early childhood diagnostic tools changed following HB 3.

### Previous Statute

#### Kindergarten Focused

- The commissioner shall adopt **a list of reading instruments** that a school district may use to diagnose student reading development and comprehension
- The commissioner's list shall include **at least two multidimensional assessment tools**

### Statute Following HB 3 - §28.006

#### Kindergarten Focused

- The commissioner shall adopt **a** kindergarten multidimensional diagnostic tool that includes a reading instrument and tests at least three developmental skills, including literacy,
- The commissioner may adopt **one alternative** reading diagnostic tool
- The commissioner shall adopt rules to **determine the performance** of the reading instrument that indicates kindergarten readiness
- Provide written report to parents within 60 days of administration.

#### First & Second

- To ensure at least one reading diagnostic tool is available **at no cost** for grades K-2

# Kindergarten



**“The more that you read, the more things you will know, the more that you learn, the more places you’ll go.” - Dr. Seuss**

- Qualified Teacher
- Environment
- Instructional Materials
- Centers
- Family Engagement
- Differentiated instruction
- Variety of instructional settings



# Kindergarten Instructional Settings

## Large Group

- Opening Circle
- Story Time
- Shared Reading/Writing
- Instruction by Content
- Transitions
- Direct Instruction

## Small Group

- Focused Interventions
- Guided Reading
- Direct Instruction



Implemented During Independent Centers

## Independent Centers

- Library
- Sensory Motor
- Math
- Blocks
- Science
- Teacher led Small Group or Push into Centers

## 1:1

- Greetings / Conversations
- Focused Interventions
- Direct Instruction



Implemented During Independent Centers

# Importance of Diagnosing Prior Understanding

Without administering formative or summative diagnostic tools, grouping students can be haphazard.

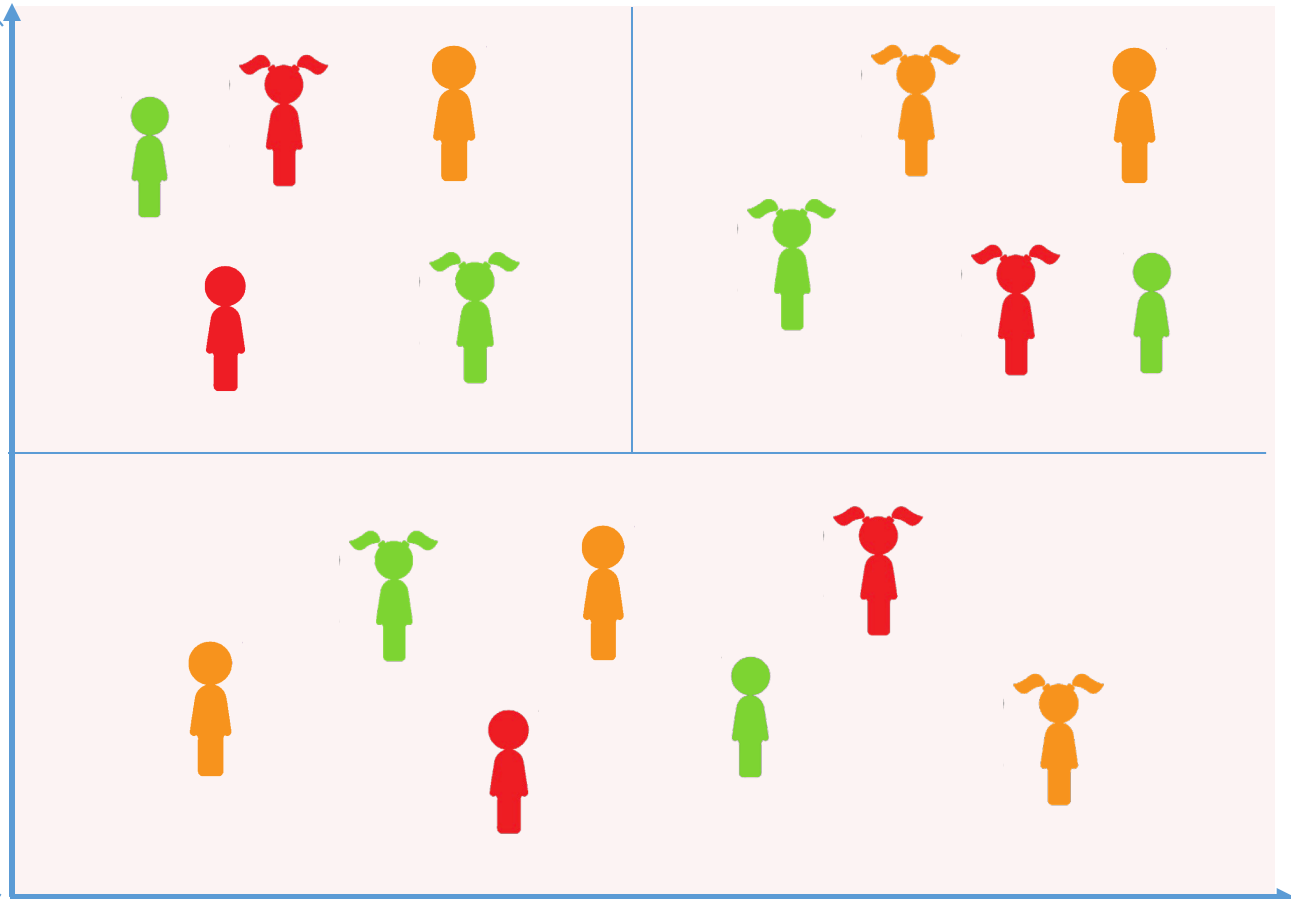
Need Support

Monitor

On Track



Current Level of Academic Achievement Is **Not Identified**



# Importance of Diagnosing Prior Understanding

Providing quality kindergarten instruction to ALL students is a challenge.



Students come to teachers with a variety of prior experiences and with varying levels of background knowledge.



# Importance of Diagnosing Prior Understanding

Texas Essential Knowledge and Skills **K.2.A.** identifying and producing rhyming words

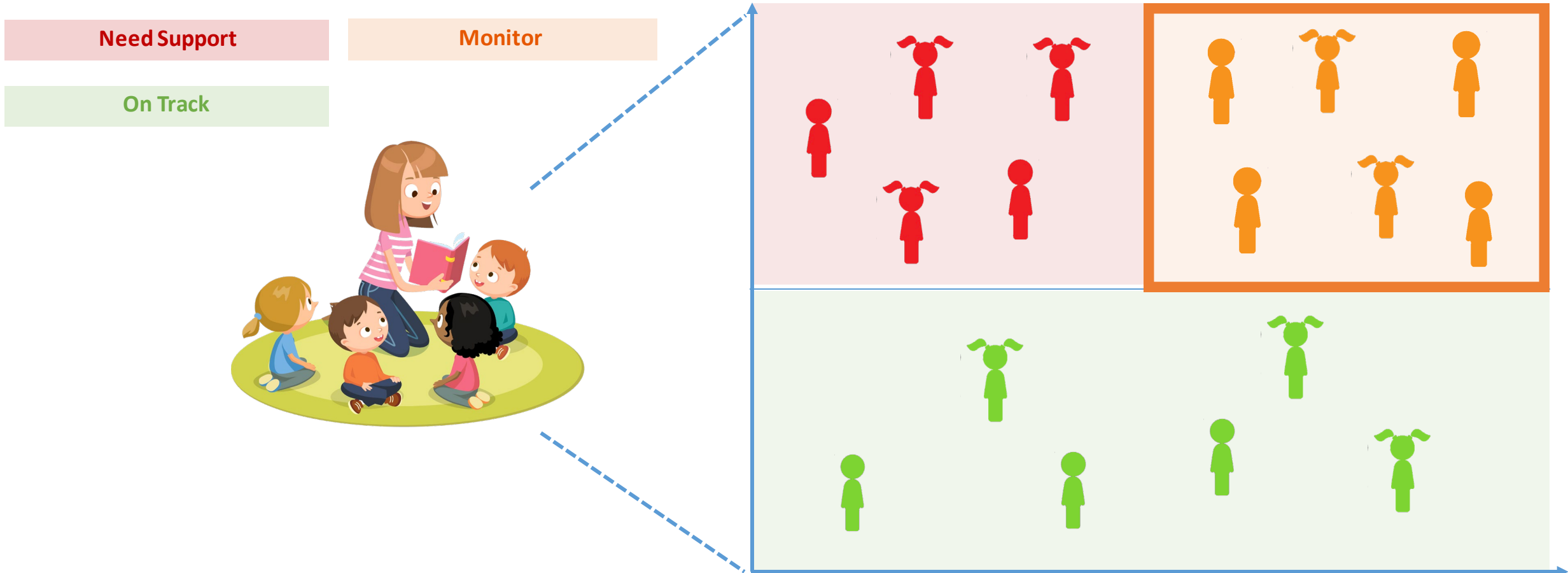


The teacher wants students to be able to identify rhyming words, however only two of her students are engaged because it's **right at the students' level**.



# Importance of Diagnosing Prior Understanding

Understanding the student's current knowledge  
Informs classroom instruction.



# Need to Monitor Progress

Diagnostics can help teachers better understand how to meet student needs.



Teachers need to conduct diagnostics early in the kindergarten year to determine student needs while at the same time helping students to become familiar with the classroom.

# Current Landscape of Kindergarten Diagnostic Tools



# Yet today we have...

...a system that limits the ability to obtain comparable data in early years.

## Current Commissioner's List



## Current Challenges

Numerous approved tests

Different domains tested

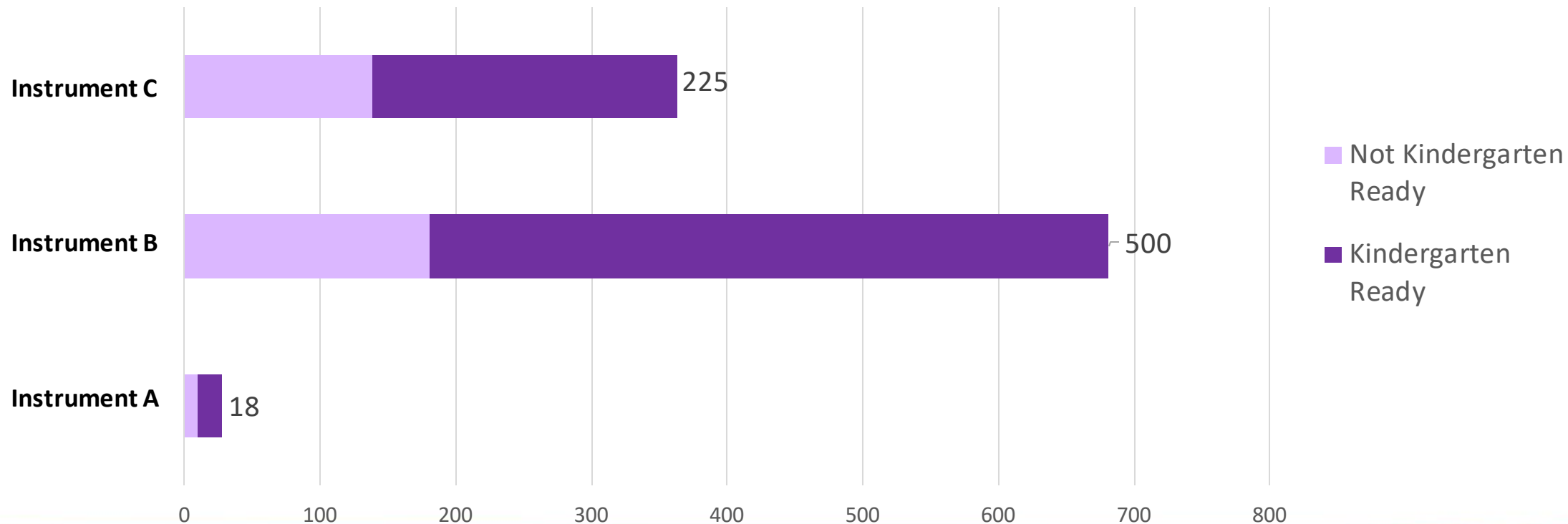
Various test formats

Various administration approaches

# Noncomparable Diagnostic Tools

Widely used in kindergarten have different cut scores for determining kindergarten readiness, making comparison difficult

## Kindergarten Cut Scores



# What this could look like for one student

The same student may be evaluated differently on each instrument, making the data confusing for the teacher and student.

Domain	Instrument A	Instrument B	Instruments C	Instruments D
Listening Comprehension	On Track	Tier 2	Developed	Meets
Vocabulary	On Track	Tier 2	Still Developing	Exceeds
Decoding	Support	Tier 3	Still Developing	Below
Number and Counting	On Track	Tier 1	No data – instrument doesn't cover these domains.	
Executive Function	Support	Tier 3		
Academic Motor Skills	Monitor	Tier 2		

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Academic Motor Skills	Monitor	Tier 2		

# Statewide Kindergarten Diagnostic

**Having a common approach to kindergarten diagnostics creates:**

Students

Aligned and common expectations communicated for all students

School Districts

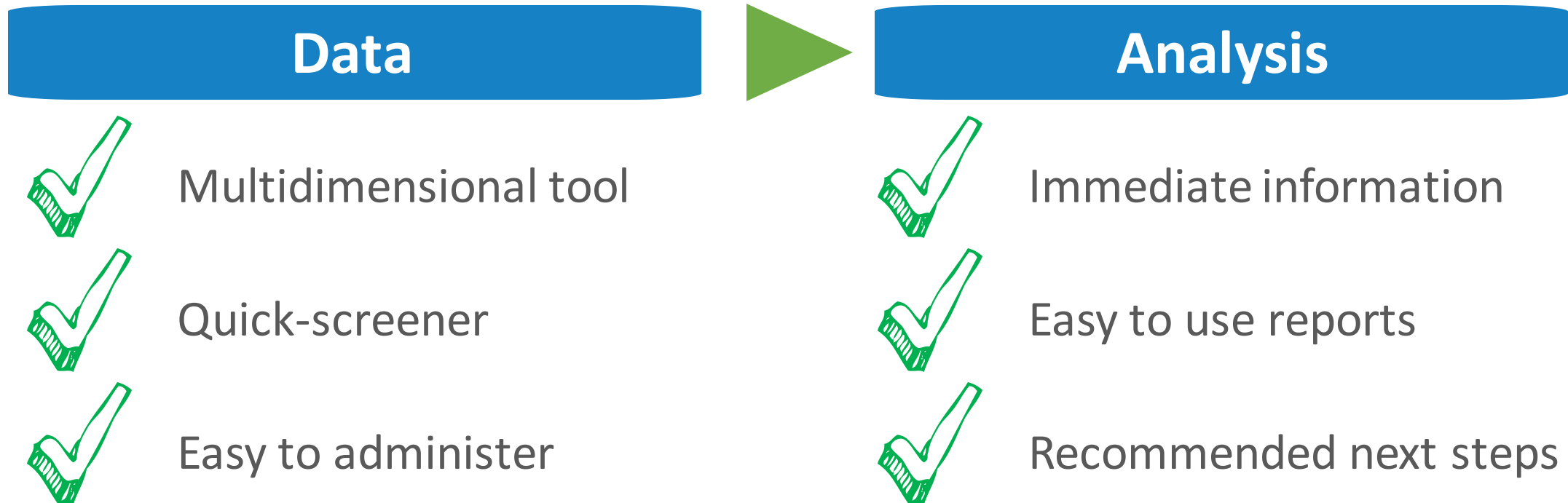
Effective evaluation of prekindergarten and the partnership programs

Public Policy

Evaluation of Early Childhood programs across the state.

# Kindergarten Statewide Diagnostic

HB 3 requires the agency to identify a single tool that helps teachers meet the needs of their students and allows an alternate.



# New Kindergarten Readiness Diagnostic



# TX-KEA Screener



Coming in  
Fall of 2020

- A **5 to 7-minute screener** designates a student **Kindergarten Ready (KR) or Not Kindergarten Ready (NKR)**
- **Generates a written report to send to parents**
- **CLI Engage** will be able to report district scores **directly to TEA**



**CLI**engage

# Pilot Screener Tool

TEA will conduct a pilot to obtain feedback about the screening tool this fall before it is released statewide in the 2020-21 academic year.

## Benefits to Joining Pilot

- Shape the design and implementation of statewide diagnostic screener through real-time feedback
- Learn firsthand about Fall 2020 requirements
- Support development of best practices

## District Commitments

- Teacher willingness to administer TX-KEA BOY/Wave 1 Screener to at least 5 students
- Teacher interest in providing input on training and administration of screener

## Pilot Timeline

- Jan 2020 - Webinar training on TX KEA administration
- Feb 2020 – Administer BOY/Wave 1 Screener to 5 students
- Feb 2020 – Provide feedback on ease of administration
- Summer 2020 – Training all Texas K teachers
- Fall 2020 – Administer TX KEA

**Apply to be a pilot district by December 13<sup>th</sup> using the following link: [Pilot Link](#)**

# Naming an Alternate Instrument

**We will be conducting a competitive process to name an alternate instrument for kindergarten.**

Information will be released through a To the Administrator Addressed (TAA) letter date before the end of December this year.

# Implementing the Screener

Required Screener	Student Result	Next Step
<b>TX-KEA Screener or Identified Alternate</b>	<b>On Track Kindergarten Ready</b>	No need to complete any other subtests for language, literacy or writing in BOY/Wave 1
	<b>Not Kindergarten Ready</b>	Districts may choose to complete further diagnostics either with TX KEA or another LEA chosen PM tool.



## Key Takeaway

Districts must use the TX-KEA screener at the beginning of the year (BOY/Wave 1). LEAs can choose TX-KEA or their preferred instrument to complete their diagnostic requirements.

# TX-KEA Components

# The Statewide Diagnostic Instrument is TX-KEA

TX-KEA is a free, comprehensive one-on-one instrument with the following vision:



TX-KEA provides teachers with a **holistic understanding** of each student, enabling them to design **differentiated instruction** in order to better meet each student's unique needs and communicate those needs to families.

## TX-KEA...

### ...IS:



- A multidimensional diagnostic of each student
- A tool to support differentiated instruction
- A resource for families to engage in their child's development

### ...IS NOT:



- An intelligence (IQ) test
- High stakes
- A language proficiency diagnostic

# TX-KEA Domains

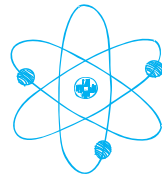
TX-KEA is holistic and covers multiple domains:



Language



Literacy



STEM



Social  
Interaction



Executive  
Function



Academic  
Motor Skills

## TX-KEA Screener

- Vocabulary
- Listening Comprehension
- Emergent Reading
- Emergent Writing

These Domains are available for LEAs to choose from to meet their local needs



# TX-KEA Domains and Sub-tests

## BOY/Wave 1



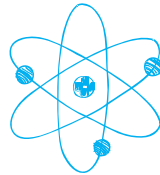
### Language

- Vocabulary
- Listening Comprehension



### Literacy

- Letter Names
- Letter Sounds
- Blending
- Spelling (Written Expression)



### STEM

- Math Part 1: Numbers and Counting
- Math Part 2: Patterns and Sequencing
- Science



### Social Interaction

- Social Competence
- Emotion Management



### Executive Function

- Working Memory
- Inhibition
- Attention



### Academic Motor Skills

- Academic Motor Skills

# Las subpruebas de TX-KEA están disponibles en español



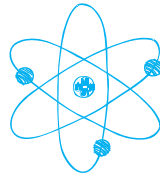
## Lenguaje

- Vocabulario
- Comprensión auditiva



## Habilidades de lectura y escritura

- Nombres de las letras
- Sonidos de las letras
- Combinación de sonidos
- Ortografía (Expresión escrita)



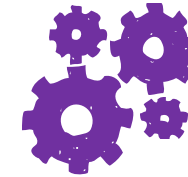
## STEM

- Matemáticas, Parte 1
- Matemáticas, Parte 2
- Ciencias



## Relación social

- Socio-competencia
- Manejo de emociones



## Función ejecutiva

- Memoria de trabajo
- Inhibición
- Atención

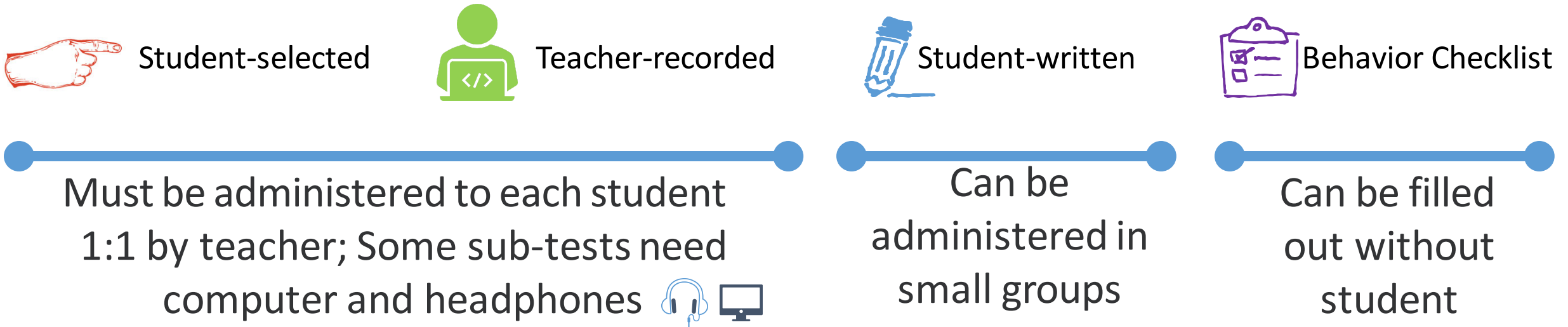


## Habilidades motoras académicas

- Habilidades motoras académicas

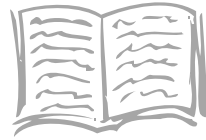
# TX-KEA Response Types

TX-KEA is administered through a mix of 1:1 sessions, group sessions, and checklists



# TX-KEA BOY/Wave 1 Response Types

The response type of sub-tests varies to meet the needs of students.



## Language

- Listening Comprehension
- Vocabulary

## Literacy

- Letter Names
- Letter Sounds
- Blending Sounds
- Spelling



Student Selected



Teacher Recorded



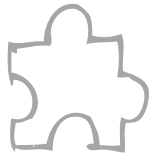
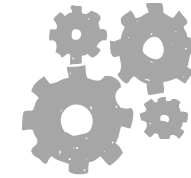
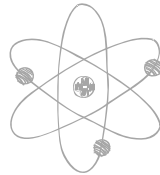
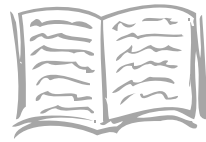
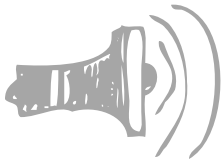
Student-written



Behavior Checklist

# TX-KEA BOY/Wave 1 Response Types

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## Language

- Listening Comprehension
- Vocabulary

## Literacy

- Letter Names
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- Spelling

## STEM

- Math Part 1: Numbers and Counting
- Math Part 2: Patterns and Sequences
- Science

## Social Interactions

- Social Competence
- Emotional Management

## Executive Function

- Working Memory
- Inhibition
- Attention

## Academic Motor Skills

- Academic Motor Skills



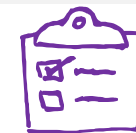
Student Selected



Teacher Recorded



Student-written



Behavior Checklist

# TX-KEA Data and Reports

# TX-KEA Reporting Supports for Teachers

**TX-KEA saves teachers time by providing reports for instruction and for reporting to parents.**

## Student Reports

Summarized individual student data in one report

## Classroom Reports

Comprehensive reports for classroom summaries and grouping students

## Parent Reports

Detailed reports to share student progress with parents

# TX-KEA Reports to Differentiate Instruction

Teachers can see results that suggest how to effectively group students.

#	Student	Vocabulary	Listening Comprehension
#	Max Score	18	29
1	Name	5	10
2	Name	7	19
3	Name	11	9
4	Name	18	5
5	Name	10	9
6	Name	16	13

Teachers can see results that suggest how to effectively group students.



Example reports

- % of students meeting "support"
- % of students meeting "monitor"
- % of students meeting "on track"



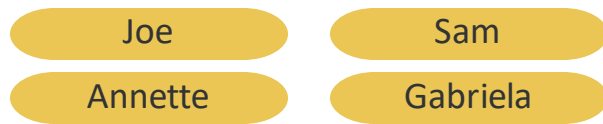
# TX-KEA Reports to Group Students for Instruction

TX-KEA suggests small groups based on results that teachers can customize as needed.

*Example reports*

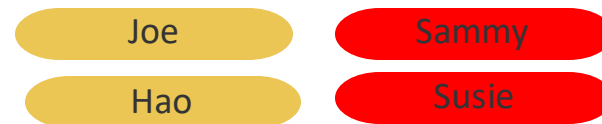
## Vocabulary

Classroom Activities [SORT BY COLOR](#)



## Vocabulary

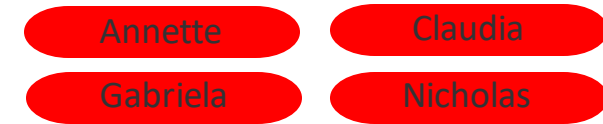
Classroom Activities [SORT BY COLOR](#)



Teachers may prefer to keep students with similar results in same group

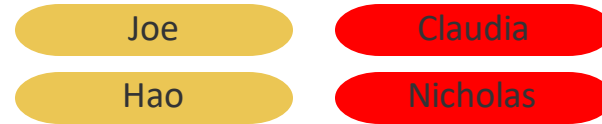
## Listening Comprehension

Classroom Activities [Multi-step Simon Says](#)



## Listening Comprehension

Classroom Activities [Multi-step Simon Says](#)



...or mix students with different results into the same group

- Student is in "monitor" tier
- Student is in "needs support" tier

# TX-KEA Lessons to Teach in Small Groups

Once groups are identified, TX-KEA offers personalized activities for each group.

Example report

## Vocabulary

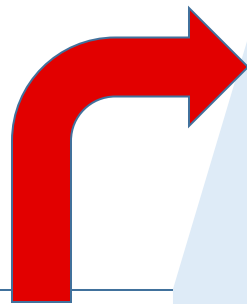
Classroom Activities: **Sort by Color**

Joe

Claudia

Hao

Nicholas



## Sort by Color

ADD TO MY ACTIVITIES

Students will sort pictures of objects into categories by color.

**Domain:** Language & Reading | **Subdomain:** Vocabulary

### Setting

Small Group, Whole Group, Center Time

### Materials

picture cards for oral language game (pre-made), including header cards for categories

### Preparation

If making cards, decide on categories (e.g., colors, shapes, and textures; and locations) and make your cards.

1

#### INTRODUCE

"Today we are going to use pictures to sort some things in two groups. I'm going to name an object and you are going to tell me which category, or group, it belongs in."

2

#### MODEL AND EXPLAIN

Show students the two categories using header cards. "We have two categories: green and red. I'm going to name an object and you will tell me if it is green or red. I'm holding a picture of an apple. It's red, so I'll put it in this group. Next, I have a lime. It's green, so I'm going to put it in this group."

3

#### GUIDE PRACTICE

"Now it's your turn. I'm going to say the name of something and you tell me which one of our two groups it belongs in." Select a picture card and name the picture without showing students. Chooses a child to identify which group the object belongs in. Continue until all the students have had a turn or all the cards have been sorted.

4

#### SUMMARIZE

"You sorted pictures into two groups based on their color. All the things in this group are red, and all the things in this group are green."

### Scaffolding

More support: Make the task easier by asking if the object is red or green while gesturing to the header cards.

Less support: Ask how the object is different from something else in the same group: "How is watermelon different from a lobster?"

### INSTRUCTIONAL PLANNING

#### GRADE LEVEL

Pre-K, Kindergarten

#### HEAD START ALIGNMENT

Goal P-LC.7. Child shows understanding of word categories and relationships among words.

#### PREK GUIDELINES ALIGNMENT

II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions. II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)

#### KINDERGARTEN TEKS ALIGNMENT

# TX-KEA Reports to Share with Parents Ready for Use Fall 2020

## Your Child's Performance at a Glance

<p>Language</p>	<ul style="list-style-type: none"> <li>✓ Rapid Vocabulary</li> <li>✓ Speech Production &amp; Sentence Skills</li> <li>✓ Story Retell &amp; Comprehension</li> </ul>
<p>Reading &amp; Writing</p>	<ul style="list-style-type: none"> <li>✓ Phonological Awareness</li> <li>✓ Phonological Awareness (Optional)</li> <li>⦿ Rapid Letter Naming</li> <li>* Letter-Sound Correspondence</li> <li>✓ Book &amp; Print Knowledge</li> <li>➔ Early Writing Skills</li> <li>✓ Motivation to Read</li> </ul>
<p>STEM</p>	<ul style="list-style-type: none"> <li>➔ Math</li> <li>➔ Math (Optional)</li> <li>✓ Science</li> </ul>
<p>Health &amp; Development</p>	<ul style="list-style-type: none"> <li>✓ Social Studies</li> <li>✓ Social Emotional Behaviors</li> <li>✓ Approaches to Learning Expanded</li> <li>✓ Physical Development &amp; Health</li> </ul>

\* Raw score only, Performance Categories do not apply.

## Family Resources

Hover your smartphone camera over the QR code or visit the following link to find free, individualized resources to help your child in school.



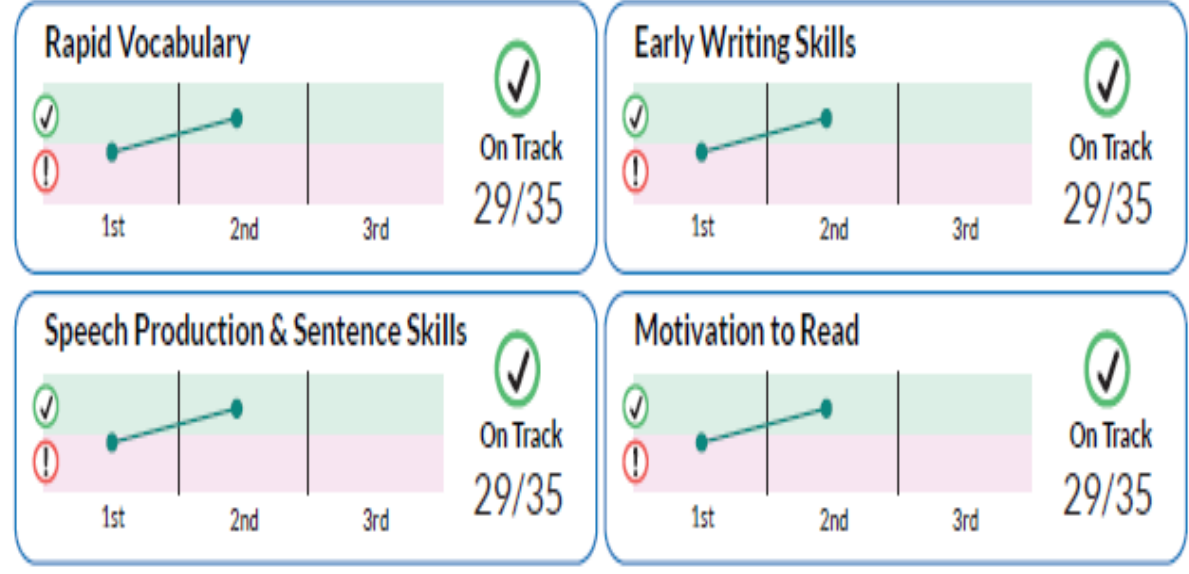
[cliengage.org/personallinks/2983648ch](https://cliengage.org/personallinks/2983648ch)

### What you will find:

- Playful activities to provide additional support and practice in specific learning areas based on your child's current performance
- Descriptions of the learning areas assessed and how they are important for later school success
- Ways to prepare for your parent-teacher conferences

Your child's teacher should be able to help answer questions about your child's assessment scores and how you can work together to build your child's skills. For more activities or to provide additional challenge, please visit the **CIRCLE Activity Collection: Family** at [cliengagefamily.org](https://cliengagefamily.org).

## Performance & Progress



In Statute

Not later than the 60th calendar day after the date on which a reading instrument was administered report, in writing, to a student's parent or guardian the student's results on the instrument. TEC §28.006 (d)(2).

# Planning and Implementation

# Flexibility in Administration Design

School systems design how to administer TX-KEA to meet local needs.

## LEAs decide:

Who

- All-students, sub-set, combo, etc.

What

- Order of sub-tests; decision to leverage optional sub-tests

When

- Time in calendar year, time in school day, throughout week

Where

- Home classroom, computer lab, etc.

How

- Individual, small group, parent checklists for family input, etc.

# Sample Readiness Screener Daily Schedule

## Sample Daily Diagnostic Decision

Who	7 students
What	Language
When	1 hour 20 minutes
Where	Homeroom
How	1:1

Sample Schedule		
Time	Topic	
7:40	Breakfast	
8:00	Phonics	
8:20	Read Aloud	
8:40	Conduct diagnostic with 7 Students in Language	
9:00		Centers
9:20		
9:40	Reading	
10:00	Snack	
10:20	Specials	
10:40		
11:00	Writers Workshop	
11:20		
11:40	Lunch	
12:00	Recess #1	
12:20		
12:40	Language Development	
1:00	Math	
1:20		
1:40		
2:00	Science / Social Studies	
2:20		
2:40		
3:00	Class Meeting	

- Screening takes 5-7 minutes per child or 140 minutes to complete diagnostics for a class of 22 students.
- Teachers conduct the diagnostic with a subset of students while others work at centers
- When planning schedule, find balance between instructional time, enrichment time and one on one time with students to diagnose progress

# Sample TX-KEA Annual Schedule

Three periods of diagnostics are scheduled to monitor progress.

## Sample TX-KEA Annual Schedule

Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Summer
	<b>BOY</b>		<b>BOY/Wave 1 Results</b>		<b>MOY</b>			<b>EOY</b>		
	3-week window with week for checklists		Notify parents of results within 60 days		3-week window with week for checklists			3-week window with week for checklists Universal Dyslexia Screener		
	<b>Respond to BOY/Wave 1 Results</b>				<b>Respond to MOY Results</b>					
	Interventions and Formative Classroom data gathering				Interventions and Formative Classroom Data Gathering					

# First and Second Grade



# HB 3 Changes

## Statute related to early childhood diagnostics changed following HB3.

### Previous Statute

- The commissioner shall adopt a **list of reading instruments** that a school district may use to diagnose student reading development and comprehension.

### Statute Following HB 3 – TEC §28.006(b)

#### First and Second Grade

- One no-cost, online option will be available to districts that assesses reading development and comprehension.
- This diagnostic could fulfill the “integrated assessments” certified practice requirement (TEC §28.0062(a)(3)(B))

- Free to all Texas Schools
- BOY Screener and Inventory with Branching to streamline diagnosis
- MOY Progress Monitoring and Universal Screener for Dyslexia
- EOY Measure growth



tejas•LEE®

# PreK-2 Diagnostic Tools All In One Platform



Prekindergarten



Kindergarten



First and Second Grade



# Approving Free Instruments

**We will be conducting a competitive process to identify qualified free instruments to diagnose reading.**

Information will be released through a To the Administrator Addressed (TAA) letter date before the end of December this year.

# Dyslexia

# Dyslexia Screener (TEC 38.003) Criteria

## EOY Kindergarten Screener Components

- Phonological Awareness
- Phonemic Awareness
- Sound-Symbol Recognition
- Letter knowledge
- Decoding Skills
- Spelling
- Listening Comprehension

## MOY First Grade Screener Components

- Phonological Awareness
- Phonemic Awareness
- Sound-Symbol Recognition
- Letter knowledge
- Decoding Skills
- Spelling
- Reading Rate
- Reading Accuracy
- Listening Comprehension

# Dyslexia Best Practices

Students should be tested for dyslexia at different times based on grade level.

## Kindergarten



**Dyslexia Universal Screener:**  
Administer at end of year for kindergarten

## First and Second Grade



**Dyslexia Universal Screener:**  
By end of January:  
Screen **all** 1<sup>st</sup> graders  
Screen 2<sup>nd</sup> graders as appropriate



# Reading Academies and Professional Development



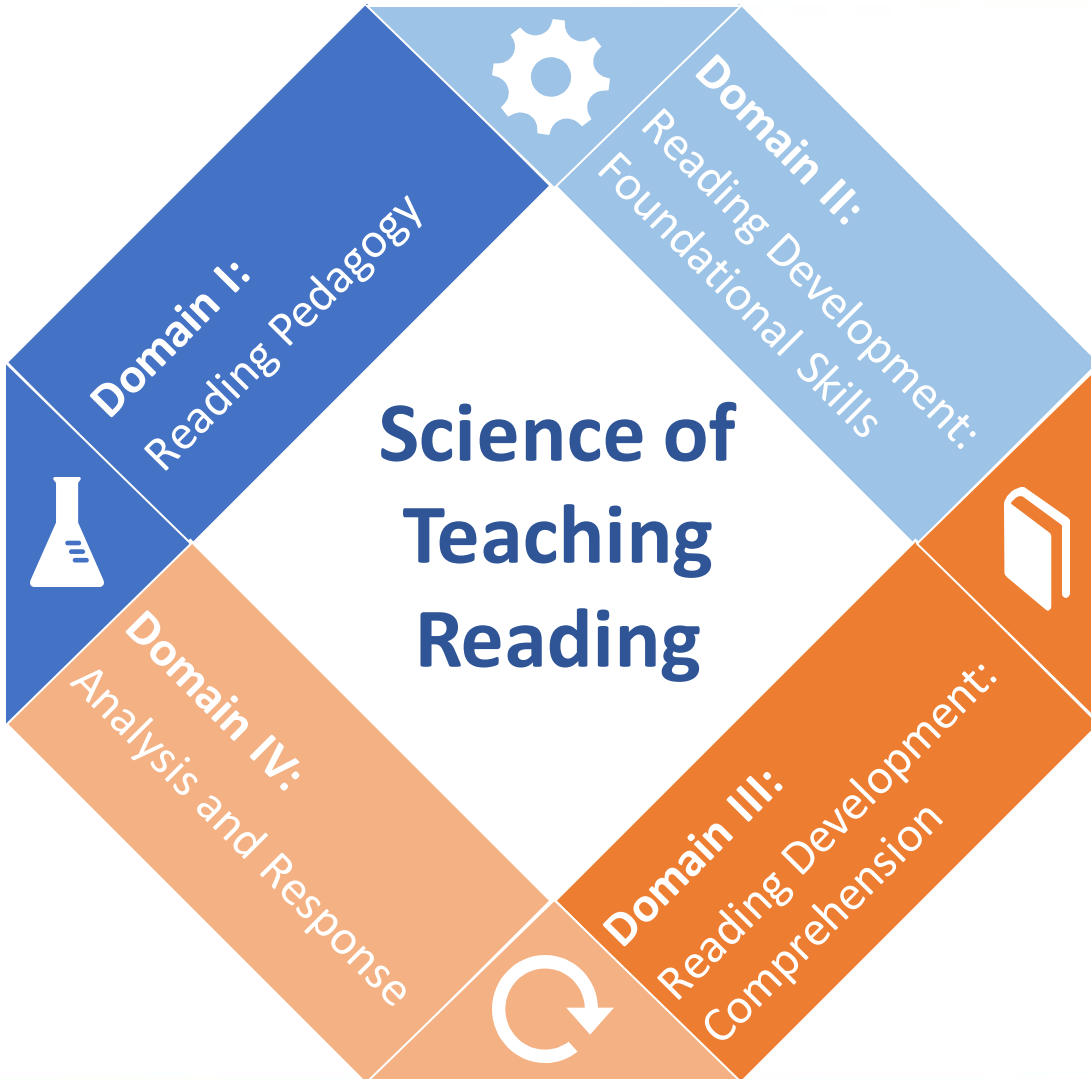
# Reading Academies Support Professional Development

All Reading Academies content include professional development on how to use diagnostic data to support instruction.

Teachers will be able to access Reading Academies content on K, 1, and 2 diagnostics both inside and outside of the Reading Academies Scope and Sequence.

Level	Training Supports	
<p>Comprehensive Model</p> 	<p>Must <b>complete</b> competency exercises</p>	<p>10 days in-person training; job-embedded coaching 2x/semester</p>
<p>Blended Model</p> 	<p>Must <b>demonstrate</b> proficiency in competencies</p>	<p>Scaffolded Online modules w/ competency demonstration</p>

# STR Includes Foundation of Reading Assessment



## Overview of Competencies

- Competency 001: Foundations of the Science of Teaching Reading
- **Competency 002: Foundations of Reading Assessment**
- Competency 003: Oral Language Foundations of Reading Development
- Competency 004: Phonological and Phonemic Awareness
- Competency 005: Print Concepts and Alphabet Knowledge
- Competency 006: Phonics and Other Word Identification Skills
- Competency 007: Syllabication and Morphemic Analysis Skills
- Competency 008: Reading Fluency
- Competency 009: Vocabulary Development
- Competency 010: Comprehension Development
- Competency 011: Comprehension of Literary Texts
- Competency 012: Comprehension of Informational Texts
- Competency 013: Analysis and Response

# Additional Resources to Support Implementation

## Detailed Decision-Making Documents

TEA will release additional tools for optional use on diagnostic reflection. Examples attached to TAA.

## Teacher Resources

Additional teacher resources, including TEKS Guides and printable materials for classrooms, will be freely available to all teachers.

## Professional Development Opportunities

Professional Development guides will be available to augment Reading Academies content and support district Professional Learning Communities.

## Technical Assistance

TEA and Reading Academies coaches will provide technical assistance regarding implementation.

# Next Steps

# Sign up for TX-KEA Pilot Screener

A chance for your district teachers and administrators to...

- Shape the design and implementation of statewide diagnostic screener through real-time feedback
- Learn firsthand about Fall 2020 requirements
- Support development of best practices

Apply to be a pilot district by December 13<sup>th</sup> using the following link:  
[Pilot Link](#)

# Choose a 1<sup>st</sup> and 2<sup>nd</sup> grade diagnostic instrument

- LEAs may choose to use the free option of TPRI or Tejas LEE that are on the CLI Engage Platform.
- LEAs may also choose an alternative research based and scientifically proven instrument chosen by their district level committee.
- The chosen instrument must adhere to the rubric requirements for grade 1 and 2

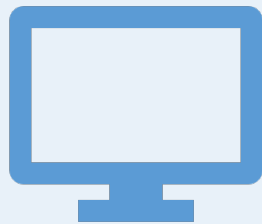


In Statute

TEC Sec. 28.006. READING DIAGNOSIS (b) A district-level committee may adopt a list of reading instruments for use in the district in a grade level other than kindergarten in addition to the reading instruments on the commissioner's list. Each reading instrument adopted by the commissioner or a district-level committee must be based on scientific research concerning reading skills development and reading comprehension.

# House Bill 3 Resources

Stay tuned for the most up-to-date information from TEA on the implementation of House Bill 3



[tea.texas.gov/HB3](http://tea.texas.gov/HB3)

Visit [tea.texas.gov/HB3](http://tea.texas.gov/HB3) for the most up-to-date information



[HB3info@tea.texas.gov](mailto:HB3info@tea.texas.gov)

Email [HB3info@tea.texas.gov](mailto:HB3info@tea.texas.gov) with any questions

A photograph of a classroom scene. A teacher in a white shirt is standing at the front, smiling, with both hands raised. Several young children are seated at a table, also with their hands raised. The background shows a bookshelf, a storage unit with bins, and a wall decorated with colorful children's drawings and a red banner with the word 'ami' written vertically.

# Thank you!

**For Additional Questions:**

**[HB3info@tea.texas.gov](mailto:HB3info@tea.texas.gov)**

*Include “K-2 Diagnostic Tools” in the subject line*