

## Table of Amendments to SB 548 and HB 910

### Amendment Categories

1. **Screening Language Accuracy:** clarifies screening components by grade level;
2. **Progress Monitoring:** clarifies progress monitoring to conform to IDEA;
3. **Regulatory Requirements Deadline:** amends the date MSDE is required to provide regulatory requirements to Local Education Agencies (LEAs);
4. **Technical Amendments to clarify items removed, added and/or missed during bill drafting including:** 1) Screening Definition 2) who can screen 3) removed length of intervention reporting requirement

Amendment Category	Amendments by line	Amendment Language
4: Technical Adjustment	Page 2, line 8-10 Screening	<p>STRIKE - “a reading screening process using instruments that involve components of oral language to identify reading difficulties.”</p> <p>ADD: Screening measures that are typically brief assessments of early literacy skills or abilities that are highly predictive of later outcomes. Screening measures are designed to quickly differentiate students into one of two groups: 1) those who require targeted intervention and 2) those who do not. Screening measures focus on specific pre-reading and reading skills that are highly correlated with broader measures of reading achievement resulting in accurate sorting and intervention for students.</p> <p>For components in which students must show knowledge of phonological awareness and decoding, the screener must be given in a 1:1 setting so that students are producing sounds and reading words orally.”</p>
4: Technical Adjustment	Page 2, Line 20	ADD - “by a classroom teacher, educator, parent or guardian” SHOULD READ: “1. Has been identified by a classroom teacher, educator, parent or guardian as having reading difficulties; or”
4: Technical Adjustment	Page 2, line 24	ADD - “(IV) “Department” means Maryland State Department of Education”
4: Technical Adjustment	Page 2, Line 27	REPLACE - “may” with “shall”
4: Technical Adjustment	Page 3, LINE 6: Any Other Educator	REPLACE - “Any other educator.” with “Any other educator trained in screening instrument(s) and protocol.”
1: Screening Language Accuracy	Page 3, Line 20	ADD - “who is at least 4 ½ years old,” SHOULD READ - “For a student in prekindergarten who is at least 4 ½ years old, a county board...”
1: Screening	Page 3, line 23	STRIKE - “such as syllable identification and detecting,

Language Accuracy		segmenting, blending, and manipulating sounds in spoken language;" with ADD - "that are developmentally appropriate;"
1: Screening Language Accuracy	Page 4, line 1	REPLACE - "." with "may be included in the prekindergarten screener."
1: Screening Language Accuracy	Page 4, line 11	STRIKE - "Phoneme Manipulation; and" ADD - "Phonological and phonemic awareness skills that are developmentally appropriate including syllable identification, detecting, segmenting, blending and manipulating sounds in spoken language; and"
1: Screening Language Accuracy	Page 4, line 12-13	STRIKE - "Working memory digit recall and letter-number sequencing"
1: Screening Language Accuracy	Page 4, line 12-13	ADD - "Normed, rapid automatized naming shall be assessed if it was not assessed in PreKindergarten."
1: Screening Language Accuracy	Page 4, line 18	STRIKE ";" ADD - "including closed syllable nonsense and real words;'
1: Screening Language Accuracy	Page 4, line 19	STRIKE - "closed syllable nonsense and real words;"
1: Screening Language Accuracy	Page 4, line 20	STRIKE - "with letter sounds; and" ADD - "when given a letter sound; and"
4: Technical Amendment	Page 5, line 11	ADD - "evidence-based" SHOULD READ - "2. Provide evidence-based structured literacy reading instruction, as appropriate; and"
4: Technical Amendment	Page 5, line 20	ADD - "one or more of" SHOULD READ - "...diagnostic assessment, one or more of the following:"
2: Progress Monitoring	Page 6, line 2-4 replace	STRIKE & REPLACE WITH - "A county board shall ensure that a student identified as at-risk, who is receiving structured literacy reading intervention, shall be monitored for significant progress over an initial period of 6-8 weeks.
2: Progress Monitoring	Page 6, lines 5-9 replace	STRIKE & REPLACE WITH - "If initial or subsequent progress monitoring does not reflect significant progress, the county board shall ensure that the structured literacy reading intervention is adjusted to appropriately meet the needs of the student."
4: Technical Amendment	Page 6, line 11-13	STRIKE - "and resource materials on tools the parent or guardian can use to help the student at home"
2: Progress Monitoring	Page 6, line 14-6	STRIKE & REPLACE WITH- "A referral for a special education evaluation may be made at any time."

4: Technical Amendment	Page 6, line 21	STRIKE - "Diagnostic" ADD - "informal diagnostic" SECTION SHOULD READ - " (2) Screening and informal diagnostic assessment protocols used in the county;
4: Technical Amendment	Page 7, lines 10-11	STRIKE - "(V) Length of intervention services received by a student."
3: Regulatory Requirements Deadline	Page 7, line 17	STRIKE - "By the beginning of the 2019-2020 school year," ADD - "By March 1, 2019,"
4: Technical Amendment	Page 7, line 21	REPLACE - "checklist" with "list"
4: Technical Amendment	Page 7, line 21-22	ADD: "informal" before "diagnostic assessment instruments"
4: Technical Amendment	Page 8, lines 3-7	Combine #3 and #4 (and renumber rest of the list) SECTION SHOULD READ: "3. Best practices for monitoring progress; data collection, and informal diagnostic screening instruments;"
4: Technical Amendment	Page 8, line 13	STRIKE - "hearing development"
4: Technical Amendment	Page 8, line 15-16	STRIKE - "and extended", and "academic attainment"
4: Technical Amendment	Page 9, line 5	After best practices ADD: " for students with reading difficulties, including dyslexia."